ACIP

Bibb County High School

Bibb County Board of Education

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Centreville, AL 35042-2911

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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 high school located in Centreville, Alabama. The school has 24 faculty, with three special education teachers, three aides, a librarian, a counselor, a front office secretary, a bookkeeper, a school nurse, two custodians, and two administrators.

We have a total student population of 516. Gender breakdown is almost equal, with 264 male and 252 female students. We have 15 students who identify as "Hispanic", nine male and six female. There are 314 students who identify as "White",153 of which are male and 158 of which are female. There are 185 students who identify as "Black", with 97 male and 88 female. There is only one student identifying as "American Indian/Alaskan Native", and only one student identifying as "Multi Race - Two or More Races".

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.

Our Vision Statement declares our institutional goals: "Bibb County High School is a professional learning community that prepares each student for success in the workplace, college, and life." Over the last four years the faculty and administration have worked to improve the drop-out rate, which is now above the state average. We continue to work on improving the scores of all sub-groups on standardized testing, specifically to get our students ready for the ACT. We also work collaboratively with the Career Academy to prepare our students for the workforce through training and certification. Our goal is to have all students graduate college or career ready.

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 several years. The faculty has increased the percentage of students graduating to approximately 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, and has developed a comprehensive High School RTI program. We have received a 21st Century academic and enrichment grant, providing us with four days a week tutoring in all core areas, art, music, robotics, gymnastics, etc.

Additional Information

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

Bibb County Schools have a poverty rate of 62.4%, meaning most of our students are on free or reduced lunch. Given the challenges associated with the rural, high poverty background many of our students come from, we feel our performance on the state department's recent school report card was promising. We received high marks in the following categories: Learning Gains, Graduation Rate, and Local Indicator. We recognize the ongoing need for improvement in student achievement, and are actively working every day to address this goal.

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 this 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 during and after school to accommodate faculty schedules. All faculty members participated in a survey for teachers online, which provided the data for this year's planning. Students were required to complete a survey, and all parents were invited to participate in a survey linked on the school website. Both the student and parent surveys were created for the purpose of gathering input and feedback from our stakeholders to develop the school's improvement plan.

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, Registrar and Technology Coordinator John Simmer, Teacher Sheila Beam, Special Education Teacher Amy Hatter, Registrar Ashley Lawley, Teacher Martin Thomas, and Teacher Andrea Suttle. All representatives were responsible for attending meetings and contributing suggestions. Mr. Simmer and Mr. Alston were responsible for writing the final draft of the plan and publishing it to AdvancED.

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, and a link to the plan will be placed on the school website. Copies will be made available to all stakeholders upon request.

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, ACT Aspire, and ACT Plan data, along with AP Test scores and ACT WorkKeys Certification, will be used to determine college and career readiness.	

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?

In 2017 we had 125 juniors who took the ACT. Our students' average scores improved slightly in English, Mathematics, and Science over last year's scores.

The average composite score of the 34 juniors honors students that tested in 2015-2016 was 21, higher than the state composite average of 19.

The data obtained from 172 BCHS students from all grades who took the ACT during the 2014-2015 school year indicated that these students were scoring, on average, slightly better than the state average scores in English and Reading. Additionally, these students averaged a slightly higher composite ACT score than the state average.

Subject area: BCHS / STATE

English: 19.1 / 18.8
Reading: 19.8 / 19.7
Composite: 19.2 / 19.1

These students also performed quite close, on average, to the state average ACT scores in the other subject areas:

Subject Area: BCHS / STATE

Math: 18.3 / 18.4
Science: 18.6 / 19.1

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

In 2017, our students showed a positive trend in performance in English, Mathematics, and Science on the ACT.

In 2016, this was difficult to determine, given that the 2014-2015 school year was the first time the ACT testing program was implemented statewide as mandatory for all high school juniors. Consequently 2015 was the first time it was administrated at BCHS to all 11th grade students. Prior to 2015, only students who voluntarily signed up to take the ACT were given the test.

Currently, we only have partial data from the ACT scores from students who voluntarily took the ACT, for the previous five years. This data is

only representative of students who were actively planning on attending college. Therefore it is not truly representative, in the sense that it does not include all of the students from one grade level, like the data from the 2014-2015 school year. In previous years, students who were lower achieving (academically), and consequently were not planning on attending college, typically did not take the ACT.

In the 2014-2015 school year all juniors, regardless of college aspirations, were required to participate in the ACT testing. Therefore, comparison of the data to any prior year will indicate a significant drop in scores for 2014-2015, because of the inclusion of students who have not typically participated in the testing.

In the future, with the 2014-2015 data serving as an official baseline, we can begin to make more accurate identification of significant trends in student performance.

So far, the data from the 34 juniors tested during the 2015-2016 year shows a gain in average composite score (from 19 to 21).

Which area(s) indicate the overall highest performance?

In 2017, the area of Science on the ACT showed the biggest gain in performance from the previous year.

The data obtained from 172 BCHS students from all grades who took the ACT during the 2014-2015 school year indicated that these students were scoring, on average, slightly better than the state average scores in English and Reading, and a slightly higher Composite ACT score than the state average.

Subject area: BCHS 14-15 / STATE / BCHS 15-16

English: 19.1 / 18.8
Reading: 19.8 / 19.7
Composite: 19.2 / 19.1 / 20.5

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

2017 - data to be updated

We did show improvement in our 2015-2016 scores from the 34 honors students on the ACT. As previously noted, we are continuing to gather data on all students from the ACT. Previous ACT Plan data showed that we had sub-groups that were preforming below the school average. We are addressing this gap by instituting ACT prep courses, scheduled throughout the day each semester, to help students better prepare for the assessment. We are also addressing the specific needs and deficits of all students, including sub-groups, through the school's RTI program.

Between which subgroups is the achievement gap closing?

2017 - There is an achievement gap between the White subgroup and the African American and Hispanic subgroups. This gap has remained relatively constant.

2016 - Data has been inconclusive so far in showing the achievement gap closing between sub-groups.

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

Data from the 2017 ACT test results was consistent with previous years' testing results.

Data obtained from the 2014-2015 and 2015-2016 ACT test results for all students tends to correlate with the 2013-2014 and 2014-2015 PLAN data.

Areas in Need of Improvement

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

Students at BCHS scored below the State average for the ACT in all areas. There was a small drop in ACT scores from 2013-2014, and from 2015-2016. We are addressing these needs with additional ACT prep courses. Also, we are standardizing and improving the content taught in the ACT prep courses by using Edmentum software, which was purchased by the district this year (2016-2017). In 2017 there was a small drop in the area of Reading. All other areas showed a slight improvement.

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

Students at BCHS scored below the State and National average for the ACT in all areas. There was a small drop in ACT scores from 2013-2014. We are still showing a performance gap for minority students.

Which area(s) indicate the overall lowest performance?

2017 - Science and Math once again were the areas where students performed the worst.

2016 - Science and Math showed the most need for improvement on the ACT.

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

Subgroup data is being disaggregated for the ACT assessment. So far the data indicates our minority students are performing slightly below the rest of the student population.

Between which subgroups is the achievement gap becoming greater?

2017 - Achievement gaps between subgroups appears to have remained constant.

2016 - Subgroup data is being disaggregated for ACT assessment. Information not available at present.

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

The ACT data results are consistent with the PLAN and ASPIRE data for the same students.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3.25
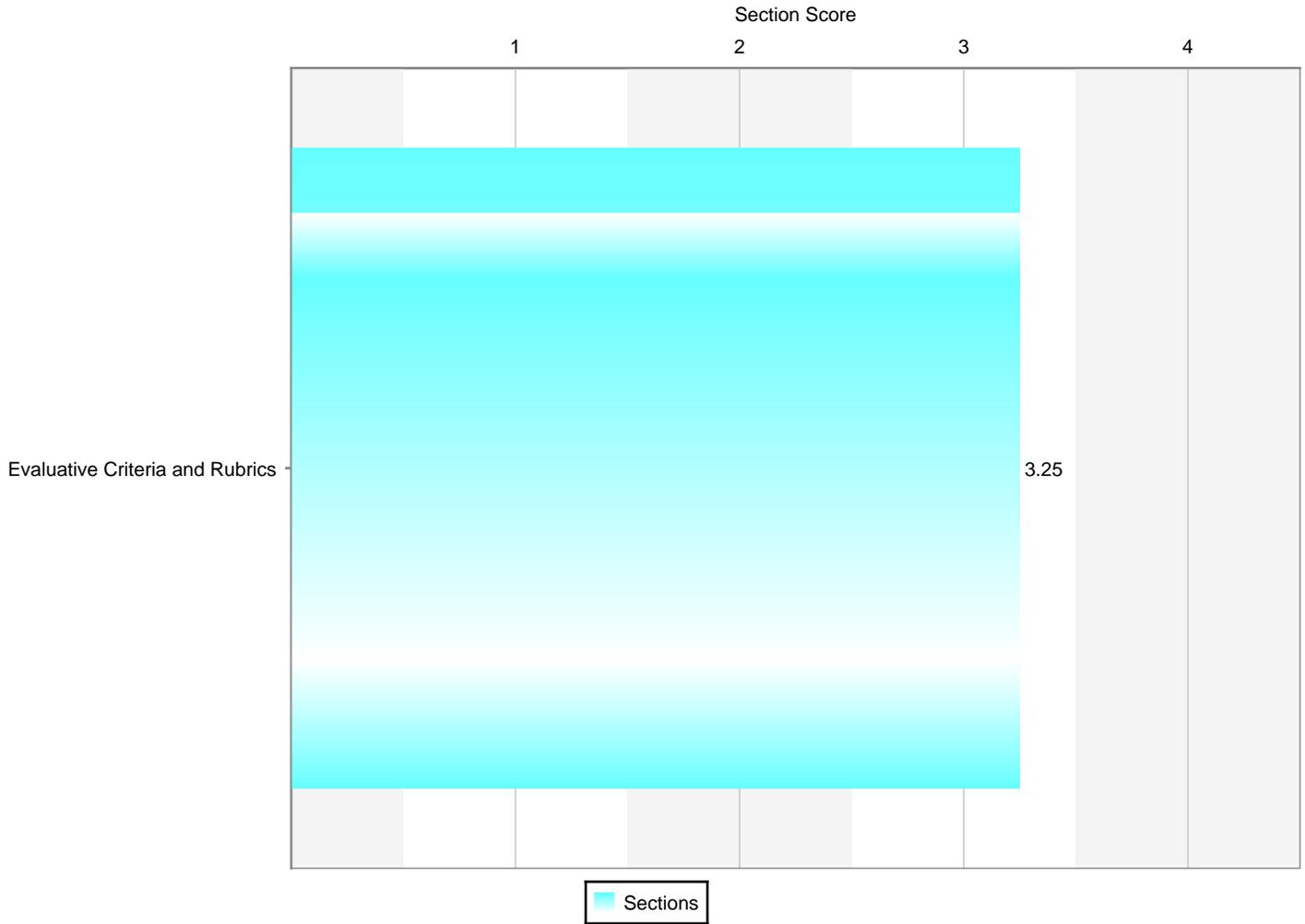
Sections

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	PLEASE UPLOAD LEADERSHIP TEAM LIST WITH SIGNATURES	Leadership Team 2017

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	The Bibb County Board of Education and Bibb County High School complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. The Bibb County Board of Education has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. Dr. James Gray Bibb County Board of Education 721 Walnut Street Centreville, Alabama 35042 205-926-988	NonDescr2017-18

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	The Bibb County Board of Education has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. (Please see attached.) Dr. James Gray Bibb County Board of Education 721 Walnut Street Centreville, Alabama 35042 205-926-9881	NONDescr2017-18

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	PLEASE UPLOAD MOST UPDATED PARENT & FAMILY ENGAGEMENT POLICY /PLAN (includes ESSA 1116,Section 1116 and 1112(e)(1)(A)(i)-(ii) Parents' Right-to-Know, are implemented systematically.	Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See attached compact.	Parent Compact 2017

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	Professional Development Plan	Objectives: 3 Strategies: 6 Activities: 7	Organizational	$0

Goal 1: Professional Development Plan

Measurable Objective 1:

collaborate to continue implementing the State Standards for Technology in the classroom by 05/23/2018 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: Develop/Implement Professional Learning and Support

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	08/09/2017	05/23/2018	$0	No Funding Required	Jay Alston, John Simmer, John Hooper

Activity - Professional Development Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in faculty meetings, PD, or one on one with the Technology Coordinator and administration to develop proficiency with the following: Websites, Blogs, Wikis, Google Apps for Education, Gradebook, Learning Management Systems (Google Classroom), also focusing on use of Chalkable / iNow and Edmentum	Technology	08/09/2017	05/23/2018	$0	No Funding Required	Jay Alston, John Hooper, John Simmer

Measurable Objective 2:

collaborate to improve the skills of individual teachers , as it pertains to instructional strategies. by 05/23/2018 as measured by by all teachers being efficent using multiple strategies to improve student preformance.

Strategy 1:

Coaching Cycle - Local instructional coach and administration will continue to work to develop an effective instructional coaching cycle for BCHS teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: The research shows that teachers that are able to use multiple research based strategies, improve student performance at a greater rate.

Activity - Teacher Training on Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will work with the local instructional coach to improve the use of researched based instructional strategies with all students.	Professional Learning	08/09/2017	05/23/2018	$0	No Funding Required	Ashley Lawley, Jay Alston, John Hooper

Strategy 2:

Teacher Mentor Program - All new teachers will participate in the District New Teacher Mentor Program.

Category: Develop/Implement Professional Learning and Support

Activity - Teacher Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers are assigned school level mentors to assist in their professional development.	Career Preparation/Orientation	08/09/2017	05/23/2018	$0	No Funding Required	Jay Alston John Simmer John Hooper Martin Thomas Brett Gilbert

Strategy 3:

Book Study - Teachers will engage in a book study on "Visual Learning" to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Activity - Professional Development on Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development meetings at the August inservice and follow up with teacher data meetings.	Professional Learning	08/09/2017	05/23/2018	$0	No Funding Required	All faculty

Strategy 4:

Student Engagement Strategy - Teachers will use the ELIOT tool to establish a baseline for student engagement in the classroom.

Category: Develop/Implement Student and School Culture Program

Activity - Establish baseline for engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the ELIOT tool to establish a baseline for student engagement in their own classrooms.	Academic Support Program	08/09/2017	05/23/2018	$0	No Funding Required	All faculty

Measurable Objective 3:

collaborate to participate in ongoing training in SREB Literacy and Math by 05/23/2018 as measured by Selected teachers participating in ongoing training and professional development for SREB Literacy and Math.

Strategy 1:

Professional Development - Select teachers will participate in ongoing professional development for SREB Literacy and Math

Category: Develop/Implement Professional Learning and Support

Activity - SREB training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SREB Math and Literacy teachers will participate in ongoing professional development.	Professional Learning	08/09/2017	05/23/2018	$0	No Funding Required	Brett Gilbert, Haeden Wright, Steve Geohagan, Ashley Lawley

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
Teacher Training on Instructional Strategies	Teachers will work with the local instructional coach to improve the use of researched based instructional strategies with all students.	Professional Learning	08/09/2017	05/23/2018	$0	Ashley Lawley, Jay Alston, John Hooper
Establish baseline for engagement	Teachers will use the ELIOT tool to establish a baseline for student engagement in their own classrooms.	Academic Support Program	08/09/2017	05/23/2018	$0	All faculty
Professional Development Technology Training	Teachers will meet in faculty meetings, PD, or one on one with the Technology Coordinator and administration to develop proficiency with the following: Websites, Blogs, Wikis, Google Apps for Education, Gradebook, Learning Management Systems (Google Classroom), also focusing on use of Chalkable / iNow and Edmentum	Technology	08/09/2017	05/23/2018	$0	Jay Alston, John Hooper, John Simmer
Professional Development on Book Study	Teachers will participate in professional development meetings at the August inservice and follow up with teacher data meetings.	Professional Learning	08/09/2017	05/23/2018	$0	All faculty
SREB training	SREB Math and Literacy teachers will participate in ongoing professional development.	Professional Learning	08/09/2017	05/23/2018	$0	Brett Gilbert, Haeden Wright, Steve Geohagan, Ashley Lawley
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	08/09/2017	05/23/2018	$0	Jay Alston, John Simmer, John Hooper
Teacher Mentor Program	All new teachers are assigned school level mentors to assist in their professional development.	Career Preparation/Orientation	08/09/2017	05/23/2018	$0	Jay Alston John Simmer John Hooper Martin Thomas Brett Gilbert
				Total	$0	

ACIP Goals 2017-18

Overview

Plan Name

ACIP Goals 2017-18

Plan Description

BCHS ACIP Goals for the 2017-2018 school year.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Bibb County 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	$1000
2	Increase targeted intervention for at-risk students in Math	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0
3	Increase targeted intervention for at-risk students in Reading	Objectives: 1 Strategies: 2 Activities: 4	Academic	$0
4	To improve student achievement in all content areas in order for students to graduate College and Career Ready	Objectives: 1 Strategies: 3 Activities: 8	Academic	$0
5	Professional Development Plan	Objectives: 2 Strategies: 3 Activities: 4	Organizational	$0
6	Increase communication between our school's faculty and administration and community stakeholders, students, and parents	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$0
7	English Language Learners will be proficient in English as their second language.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
8	All students that have lost credit or at risk of losing credit will have the opportunity to regain academic credits through credit recovery programs.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
9	Increase scores on AP Tests	Objectives: 1 Strategies: 1 Activities: 3	Academic	$2800
10	Student Engagement Plan	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0

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:

A 15% increase 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 05/23/2018 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: Develop/Implement Professional Learning and Support

Research Cited: This strategy is supported by the State Department of Education and information provided by the ALEX team on the state website.

Activity - Local workshop on digital literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a local school workshop to promote digital literacy.	Technology	08/09/2017	05/23/2018	$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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: This strategy is supported by information found on the State Department of Education's ALEX website.

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. $1000.00 in Title I funds will be spent on projector bulbs and miscellaneous technology needs to facilitate this activity.	Direct Instruction	08/09/2017	05/23/2018	$1000	Title I Part A	All faculty and administration.

Goal 2: Increase targeted intervention for at-risk students in Math

Measurable Objective 1:

A 15% increase 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 05/23/2018 as measured by at-risk math students being identified and having received targeted intervention..

Strategy 1:

Data Analysis and Scheduled Interventions - Using existing data from the ACT, ACT Interim and ACT Aspire, we will identify students in need of targeted intervention.

All students identified will be scheduled for intervention.

Category: Develop/Implement Learning Supports

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	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from existing sources including ACT, ACT Explore/Plan and ACT Aspire, to identify students needing targeted intervention in math. Schedule ongoing intervention for at-risk students.	Academic Support Program	08/03/2016	05/25/2017	$0	No Funding Required	Registrar, Counselor, Special Ed. Department staff

Activity - Instructional coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level instructional coach will assist BCHS staff in identifying at risk students in math. This data will be used in conjunction with the student data room to assist in developing remediation for individual students.	Academic Support Program	08/03/2016	05/25/2017	$0	No Funding Required	Jay Alston John Hooper Ashley Lawley

Activity - Schedule remediation and pull out for at-risk students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students, once identified, will be scheduled into ACT Math classes or assigned for pull out remediation.	Academic Support Program	08/03/2016	05/25/2017	$0	No Funding Required	Ashley Lawley, Administrators, registrars, all faculty

Goal 3: Increase targeted intervention for at-risk students in Reading

Measurable Objective 1:

A 15% increase 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 05/25/2017 as measured by at-risk reading students being identified and having received targeted intervention..

Strategy 1:

Data Analysis and Scheduled Interventions - Using existing data from the ACT, ACT Interim and Aspire, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

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

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	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from existing sources including the ACT, the ACT Aspire, and the ACT Explore/Plan, to identify students needing targeted intervention in reading. Using the data room to visualize and monitor student data and progress, we will develop a schedule of ongoing intervention for at-risk students.	Academic Support Program	08/03/2016	05/25/2017	$0	No Funding Required	Registrar, Counselor, Special Ed. Department staff, administration, faculty

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS has encumbered a teaching unit to work as an instructional coach and remediation teacher during the school day.	Academic Support Program, Technology	08/03/2016	05/25/2017	$0	No Funding Required	Remediation Faculty and Staff Instructional coaches, both local and district (if possible).

Strategy 2:

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: Develop/Implement Learning Supports

Research Cited: ACT and PLAN

Activity - Vocabulary Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will provide Direct Instruction to students on vocabulary in their respective content areas.	Direct Instruction	08/03/2016	05/25/2017	$0	No Funding Required	All Faculty

Activity - Instructional coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local instructional coach will assist BCHS staff in identifying at risk students in reading. This data will be used in conjunction with the student data room to assist in developing remediation for individual students.	Academic Support Program	08/03/2016	05/25/2017	$0	No Funding Required	All faculty and administration

Goal 4: To improve student achievement in all content areas in order for students to graduate College and Career Ready

Measurable Objective 1:

A 15% increase 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, ACT Aspire, ACT Explore and ACT Plan assessments in all content areas in Writing by 05/23/2018 as measured by students showing an increase in their proficiency taking the ACT Plan and Explore assessments, measured by improvements in test performance.

Strategy 1:

Implement Best Practice instructional strategies to strengthen RTI Tier I, II, and III instruction. - Implement appropriate Tier 1 strategies:

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 should reflect or align with varying levels of 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 components of the lesson. The After (closure) activity should be tied to the daily outcome. Formative assessments will be tied to the content taught within the lesson plans.

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.

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 through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs.

Category: Develop/Implement College and Career Ready Standards
Research Cited: RTI

Activity - Tier 1 strategies: Lesson plans will reflect purposeful planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 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 should reflect or align with varying levels of Bloom's Taxonomy. Classroom assignments will be clearly tied to the daily outcome and standard. 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 | 08/03/2016 | 05/25/2017 | $0 | No Funding Required | All faculty members and administration |

Activity - Tier 2 strategies: Closure Activity, Mastery Analysis, and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. 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. Teachers should 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	08/03/2016	05/25/2017	$0	No Funding Required	All faculty and administration , along with support staff, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Activity - Tier 3 Intervention for identified 9th graders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 9th graders will be assessed during the spring of their 8th grade year to identify students who may be at-risk through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs. Students in Tier 3 will receive intensive small group support using research based strategies.	Academic Support Program	08/03/2016	05/25/2017	$0	No Funding Required	All faculty and administration , aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Strategy 2:

Remediation for 10th-12th grades - The school will use Edmentum to assess students achievement levels and to deliver remediation instruction. Students will be scheduled into appropriate remediation classes based on their levels. Remediation instruction will be planned based on student needs.

Category: Develop/Implement Learning Supports

Research Cited: RTI

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students 2 grades or more below grade level according to data from the ACT, Global Scholar and/or Edmentum will be scheduled for a remediation class.	Academic Support Program	08/03/2015	05/20/2016	$0	No Funding Required	Registrar, Counselor, and appropriate faculty.

Strategy 3:

ACT Preparation - We will create ACT Prep classes for the different subject areas and have students take a class at least once before 11th grade to prepare for the ACT.

Category: Develop/Implement College and Career Ready Standards

Activity - Edmentum ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with ACT Prep classes will use Edmentum software (provided by the district) with their students to prepare for the ACT	Technology	08/03/2016	05/25/2017	$0	No Funding Required	ACT Prep teachers

Activity - Create ACT Prep Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Registrars will create ACT Prep classes in the Master Schedule. Classes will be assigned to teachers in specific content areas, to prepare students in that class for that section of the ACT.	Academic Support Program	08/01/2016	08/31/2016	$0	No Funding Required	Jay Alston, John Hooper, Ashley Lawley, John Simmer

Activity - ACT Question Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use ACT example questions for Bellringer activities several times per week.	Direct Instruction	08/03/2016	05/25/2017	$0	No Funding Required	All faculty and administration

Activity - ACT Test Questions added to Teacher Classroom Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all core content areas will begin adding an ACT Test question from the corresponding ACT content area to their regular classroom assessments, in order to prepare students for the ACT.	Direct Instruction	08/03/2016	05/25/2017	$0	No Funding Required	All core content faculty

Goal 5: Professional Development Plan

Measurable Objective 1:

collaborate to continue implementing the State Standards for Technology in the classroom by 05/23/2018 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: Develop/Implement Professional Learning and Support

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	08/09/2017	05/23/2018	$0	No Funding Required	Jay Alston, John Simmer, John Hooper

Activity - Professional Development Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in faculty meetings, PD, or one on one with the Technology Coordinator and administration to develop proficiency with the following: Websites, Blogs, Wikis, Google Apps for Education, Gradebook, Learning Management Systems (Google Classroom), also focusing on use of Chalkable / iNow and Edmentum	Technology	08/09/2017	05/23/2018	$0	No Funding Required	Jay Alston, John Hooper, John Simmer

Measurable Objective 2:

collaborate to improve the skills of individual teachers , as it pertains to instructional strategies. by 05/23/2018 as measured by by all teachers being efficent using multiple strategies to improve student preformance.

Strategy 1:

Coaching Cycle - Local instructional coach and administration will continue to work to develop an effective instructional coaching cycle for BCHS teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: The research shows that teachers that are able to use multiple research based strategies, improve student performance at a greater rate.

Activity - Teacher Training on Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with the local instructional coach to improve the use of researched based instructional strategies with all students.	Professional Learning	08/09/2017	05/23/2018	$0	No Funding Required	Ashley Lawley, Jay Alston, John Hooper

Strategy 2:

Teacher Mentor Program - All new teachers will participate in the District New Teacher Mentor Program.

Category: Develop/Implement Professional Learning and Support

Activity - Teacher Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers are assigned school level mentors to assist in their professional development.	Career Preparation/Orientation	08/09/2017	05/23/2018	$0	No Funding Required	Jay Alston John Simmer John Hooper Martin Thomas Brett Gilbert

Goal 6: Increase communication between our school's faculty and administration and community stakeholders, students, and parents

Measurable Objective 1:

collaborate to increase digital communication of our school's goals, activities, and other information to better educate, inform, and involve all our stakeholders by 05/23/2018 as measured by increased communication via parent emails and phone calls, as well as increased use of teacher websites, the school's website, Facebook page, and other social media.

Strategy 1:

Increase digital communication with stakeholders via email and phone calls - Faculty, staff, and administration will collaborate over the course of the school year to increase communication to stakeholders via email and phone calls. This will be accomplished through the use of iNow, specifically by working to obtain accurate contact information from parents and update that information in iNow. Administration and office staff will oversee the addition and updating of information in iNow by faculty. Faculty will also work to obtain updated contact information from students throughout the course of the school year, including parent phone numbers and parent email addresses, for the purpose of entering that information into iNow.

Category: Implement Community Based Support and Intervention System

Research Cited: This strategy is based upon the results of information provided by parents and stakeholders in the most recent school culture survey.

Activity - Collect updated parent contact information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty, staff, and administration will work to obtain updated phone numbers and email addresses from parents and students.	Community Engagement	08/09/2017	05/23/2018	$0	No Funding Required	All faculty, administration, and front office staff

Strategy 2:

Increase digital communication with stakeholders via social media, school and teacher websites - Faculty and Administration will work throughout the year to maintain and update the school's website, Facebook page, and other social media with information about our school's goals, activities, culture, and other relevant information.Faculty will work throughout the course of the school year to develop individual websites for their classes, clubs, athletics,and activities. These websites will be linked to the school's website, for the purposes of increasing stakeholder involvement with our school's faculty.

Category: Implement Community Based Support and Intervention System

Research Cited: The research used to support this strategy is based on information obtained from the latest school culture survey.

Activity - Development of teacher websites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work throughout the school year to develop individual websites for their classes, clubs, and athletic programs.	Community Engagement	08/09/2017	05/23/2018	$0	No Funding Required	Bibb County High School faculty

Activity - Linking teacher websites to the school's website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual teacher websites will be linked to the school's website, so that they can be accessed by our school's stakeholders.	Community Engagement	08/09/2017	05/23/2018	$0	No Funding Required	John Simmer

Activity - Maintaining and updating the school's website, Facebook page, and other social media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and Administration will work throughout the year to maintain and update the school's website, Facebook page, and other social media with information about our school's goals, activities, culture, and other relevant information.	Community Engagement	08/09/2017	05/23/2018	$0	No Funding Required	Jay Alston, John Hooper, John Simmer, Marsha Brook, Melinda Collums, and other staff and faculty members

Goal 7: English Language Learners will be proficient in English as their second language.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in the English language in English Language Arts by 05/23/2018 as measured by students obtaining proficiency in English as measured by the Access test..

Strategy 1:

English Remediation - Students will be assigned to English remediation classes to work on English Language Arts and Reading

Category: Develop/Implement Learning Supports

Research Cited: Research based strategies will be used in this class

Activity - Bilingual Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned a bilingual peer tutoring to assist them with review and test taking	Tutoring	08/09/2017	05/23/2018	$0	No Funding Required	ELL district staff, administration, and counselor

Goal 8: All students that have lost credit or at risk of losing credit will have the opportunity to regain academic credits through credit recovery programs.

Measurable Objective 1:

demonstrate a proficiency by receiving at least one lost credit earned by students that participate in the credit recovery program. by 05/23/2018 as measured by by a 2% increase of students earning at least one academic credit by a baseline of 21%..

Strategy 1:

Credit Recovery Program - All students that have lost credit for academic issues will be evaluated for credit recovery. If the student is eligible for credit recovery

according to the guidelines of the ALSDE they will be enrolled in the Credit Recovery Program.

Category: Develop/Implement Learning Supports

Research Cited: Research shows that students that are retained have a greater chance of dropping out of school.

Activity - Edmentum or Compass Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are in the Credit Recovery Program will use the Compass Learning Software or Edmentum to regain lost academic credits.	Academic Support Program	08/09/2017	05/23/2018	$0	No Funding Required	Administration and select faculty.

Goal 9: Increase scores on AP Tests

Measurable Objective 1:

50% of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) in taking the AP Tests in Writing by 05/23/2018 as measured by increasing the number of students scoring 3 or above on the AP Tests.

Strategy 1:

Increase quality and quantity of AP classes offered - We will increase the number of AP classes offered to include for the first time AP Biology, AP Chemistry, and AP

Government. We will also invest in increasing the quality of our teaching. We will be enlisting two of the practicing doctors from the medical center in Bibb County to

teach AP Biology, and we will send several of our current AP teachers to summer and fall training sessions and workshops.

Category: Develop/Implement Learning Supports

Activity - Increase the number of AP Classes offered	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| We will offer AP Biology, AP Chemistry, and AP Government to our students for the first time, in addition to our regular selection of AP classes. | Direct Instruction | 08/09/2017 | 05/23/2018 | $0 | No Funding Required | Jay Alston, Ashley Lawley, John Simmer, Bobby Terry, Linda Conklan, Melinda Collums, Martin Thomas, Vicky Burton (ACCESS). |

Activity - Increase the quality of instruction in AP classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will send several of our existing AP teachers to summer and fall training sessions and workshops, to increase their level of knowledge regarding methods of teaching AP courses and instructing AP students.	Professional Learning	08/09/2017	05/23/2018	$2800	No Funding Required, State Funds, Title I Part A	Jay Alston, Linda Conklan, Bobby Terry

Activity - Increase the number of AP teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will enlist two practicing doctors from Bibb Medical Center to volunteer to teach AP Biology, as adjunct teachers under the new Alabama Adjunct Teacher Law, for the 2016-2017 school year.	Recruitment and Retention	08/09/2017	05/23/2018	$0	No Funding Required	Jay Alston, Dr. John Waites, Dr. Lacey Smith

Goal 10: Student Engagement Plan

Measurable Objective 1:

collaborate to ensure that 100% of BCHS students will have an adult in the building with which to establish a "school connection" by 05/25/2018 as measured by Faculty mentors who will formally and informally check in with assigned students at regular intervals regarding grades, behavior, goals, etc..

Strategy 1:

Student Engagement Strategy - List of targeted students with no extra curricular connections to school will be presented for adoption by faculty for mentoring.

Faculty mentors will formally and informally check in with assigned students at regular intervals regarding grades, behavior, goals, etc.

Character and Culture curriculum will be developed and distributed to students on a quarterly basis.

Category: Implement Guidance and Counseling Plan

Activity - Student Engagement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop interest survey to determine student interest/engagement in current/future school activities/clubs. Develop accurate list of students participating in current sports/clubs offered at school. Homeroom teachers review lists and student questionnaires and identify students who are not involved in regular extracurricular activity which connects them to the school. List of targeted students with no extracurricular connections to school will be presented for adoption by faculty for mentoring. Faculty mentors will formally and informally check in with assigned students at regular intervals regarding grades, behavior, goals, etc. Re-evaluate extracurricular programs and interest survey results to determine effectiveness in matching with student culture. Character and Culture curriculum will be developed and distributed to students on a quarterly basis.	Extra Curricular	08/07/2017	05/25/2018	$0	No Funding Required	Faculty and Administration

Activity - Student Retention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our mentoring program will also be addressing student retention for the purpose of increasing our graduation rate. We are participating in the state department's REACH program, an advisory program to assist in student retention.	Recruitment and Retention	08/09/2017	05/23/2018	$0	District Funding	Lane Lightsey, local school administration and counselor.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase the quality of instruction in AP classes	We will send several of our existing AP teachers to summer and fall training sessions and workshops, to increase their level of knowledge regarding methods of teaching AP courses and instructing AP students.	Professional Learning	08/09/2017	05/23/2018	$800	Jay Alston, Linda Conklan, Bobby Terry
				Total	$800	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase the quality of instruction in AP classes	We will send several of our existing AP teachers to summer and fall training sessions and workshops, to increase their level of knowledge regarding methods of teaching AP courses and instructing AP students.	Professional Learning	08/09/2017	05/23/2018	$2000	Jay Alston, Linda Conklan, Bobby Terry
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. $1000.00 in Title I funds will be spent on projector bulbs and miscellaneous technology needs to facilitate this activity.	Direct Instruction	08/09/2017	05/23/2018	$1000	All faculty and administration.
				Total	$3000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Retention	Our mentoring program will also be addressing student retention for the purpose of increasing our graduation rate. We are participating in the state department's REACH program, an advisory program to assist in student retention.	Recruitment and Retention	08/09/2017	05/23/2018	$0	Lane Lightsey, local school administration and counselor.
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Test Questions added to Teacher Classroom Assessments	Teachers in all core content areas will begin adding an ACT Test question from the corresponding ACT content area to their regular classroom assessments, in order to prepare students for the ACT.	Direct Instruction	08/03/2016	05/25/2017	$0	All core content faculty
Teacher Training on Instructional Strategies	Teachers will work with the local instructional coach to improve the use of researched based instructional strategies with all students.	Professional Learning	08/09/2017	05/23/2018	$0	Ashley Lawley, Jay Alston, John Hooper
Edmentum or Compass Credit Recovery	Students that are in the Credit Recovery Program will use the Compass Learning Software or Edmentum to regain lost academic credits.	Academic Support Program	08/09/2017	05/23/2018	$0	Administration and select faculty.
Instructional Coach	BCHS has encumbered a teaching unit to work as an instructional coach and remediation teacher during the school day.	Academic Support Program, Technology	08/03/2016	05/25/2017	$0	Remediation Faculty and Staff Instructional coaches, both local and district (if possible).
Tier 1 strategies: Lesson plans will reflect purposeful planning	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 should reflect or align with varying levels of Bloom's Taxonomy. Classroom assignments will be clearly tied to the daily outcome and standard. 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	08/03/2016	05/25/2017	$0	All faculty members and administration
ACT Question Bellringers	Teachers will use ACT example questions for Bellringer activities several times per week.	Direct Instruction	08/03/2016	05/25/2017	$0	All faculty and administration
Local workshop on digital literacy	Teachers will attend a local school workshop to promote digital literacy.	Technology	08/09/2017	05/23/2018	$0	John Simmer
Collect updated parent contact information	Faculty, staff, and administration will work to obtain updated phone numbers and email addresses from parents and students.	Community Engagement	08/09/2017	05/23/2018	$0	All faculty, administration, and front office staff
Development of teacher websites	Teachers will work throughout the school year to develop individual websites for their classes, clubs, and athletic programs.	Community Engagement	08/09/2017	05/23/2018	$0	Bibb County High School faculty

Increase the number of AP teachers	We will enlist two practicing doctors from Bibb Medical Center to volunteer to teach AP Biology, as adjunct teachers under the new Alabama Adjunct Teacher Law, for the 2016-2017 school year.	Recruitment and Retention	08/09/2017	05/23/2018	$0	Jay Alston, Dr. John Waites, Dr. Lacey Smith
Identify at-risk students from analysis of the data	Analyze data from existing sources including ACT, ACT Explore/Plan and ACT Aspire, to identify students needing targeted intervention in math. Schedule ongoing intervention for at-risk students.	Academic Support Program	08/03/2016	05/25/2017	$0	Registrar, Counselor, Special Ed. Department staff
Tier 2 strategies: Closure Activity, Mastery Analysis, and Intervention	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. 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. Teachers should 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	08/03/2016	05/25/2017	$0	All faculty and administration, along with support staff, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel
Teacher Mentor Program	All new teachers are assigned school level mentors to assist in their professional development.	Career Preparation/Orientation	08/09/2017	05/23/2018	$0	Jay Alston John Simmer John Hooper Martin Thomas Brett Gilbert
Maintaining and updating the school's website, Facebook page, and other social media	Faculty and Administration will work throughout the year to maintain and update the school's website, Facebook page, and other social media with information about our school's goals, activities, culture, and other relevant information.	Community Engagement	08/09/2017	05/23/2018	$0	Jay Alston, John Hooper, John Simmer, Marsha Brook, Melinda Collums, and other staff and faculty members
Professional Development Technology Training	Teachers will meet in faculty meetings, PD, or one on one with the Technology Coordinator and administration to develop proficiency with the following: Websites, Blogs, Wikis, Google Apps for Education, Gradebook, Learning Management Systems (Google Classroom), also focusing on use of Chalkable / iNow and Edmentum	Technology	08/09/2017	05/23/2018	$0	Jay Alston, John Hooper, John Simmer
Increase the quality of instruction in AP classes	We will send several of our existing AP teachers to summer and fall training sessions and workshops, to increase their level of knowledge regarding methods of teaching AP courses and instructing AP students.	Professional Learning	08/09/2017	05/23/2018	$0	Jay Alston, Linda Conklan, Bobby Terry

Instructional coaches	Building level instructional coach will assist BCHS staff in identifying at risk students in math. This data will be used in conjunction with the student data room to assist in developing remediation for individual students.	Academic Support Program	08/03/2016	05/25/2017	$0	Jay Alston John Hooper Ashley Lawley
Instructional coaches	Local instructional coach will assist BCHS staff in identifying at risk students in reading. This data will be used in conjunction with the student data room to assist in developing remediation for individual students.	Academic Support Program	08/03/2016	05/25/2017	$0	All faculty and administration
Linking teacher websites to the school's website	Individual teacher websites will be linked to the school's website, so that they can be accessed by our school's stakeholders.	Community Engagement	08/09/2017	05/23/2018	$0	John Simmer
Bilingual Peer Tutoring	Students will be assigned a bilingual peer tutoring to assist them with review and test taking	Tutoring	08/09/2017	05/23/2018	$0	ELL district staff, administration, and counselor
Student Engagement Activities	Develop interest survey to determine student interest/engagement in current/future school activities/clubs. Develop accurate list of students participating in current sports/clubs offered at school. Homeroom teachers review lists and student questionnaires and identify students who are not involved in regular extracurricular activity which connects them to the school. List of targeted students with no extracurricular connections to school will be presented for adoption by faculty for mentoring. Faculty mentors will formally and informally check in with assigned students at regular intervals regarding grades, behavior, goals, etc. Re-evaluate extracurricular programs and interest survey results to determine effectiveness in matching with student culture. Character and Culture curriculum will be developed and distributed to students on a quarterly basis.	Extra Curricular	08/07/2017	05/25/2018	$0	Faculty and Administration
Identify at-risk students from analysis of existing data and schedule for intervention	Analyze data from existing sources including the ACT, the ACT Aspire, and the ACT Explore/Plan, to identify students needing targeted intervention in reading. Using the data room to visualize and monitor student data and progress, we will develop a schedule of ongoing intervention for at-risk students.	Academic Support Program	08/03/2016	05/25/2017	$0	Registrar, Counselor, Special Ed. Department staff, administration, faculty
Schedule remediation and pull out for at-risk students	At-risk students, once identified, will be scheduled into ACT Math classes or assigned for pull out remediation.	Academic Support Program	08/03/2016	05/25/2017	$0	Ashley Lawley, Administrators, registrars, all faculty
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 through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs. Students in Tier 3 will receive intensive small group support using research based strategies.	Academic Support Program	08/03/2016	05/25/2017	$0	All faculty and administration, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Remediation	All students 2 grades or more below grade level according to data from the ACT, Global Scholar and/or Edmentum will be scheduled for a remediation class.	Academic Support Program	08/03/2015	05/20/2016	$0	Registrar, Counselor, and appropriate faculty.
Create ACT Prep Classes	Registrars will create ACT Prep classes in the Master Schedule. Classes will be assigned to teachers in specific content areas, to prepare students in that class for that section of the ACT.	Academic Support Program	08/01/2016	08/31/2016	$0	Jay Alston, John Hooper, Ashley Lawley, John Simmer
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	08/09/2017	05/23/2018	$0	Jay Alston, John Simmer, John Hooper
Increase the number of AP Classes offered	We will offer AP Biology, AP Chemistry, and AP Government to our students for the first time, in addition to our regular selection of AP classes.	Direct Instruction	08/09/2017	05/23/2018	$0	Jay Alston, Ashley Lawley, John Simmer, Bobby Terry, Linda Conklan, Melinda Collums, Martin Thomas, Vicky Burton (ACCESS).
Vocabulary Building	Teachers will provide Direct Instruction to students on vocabulary in their respective content areas.	Direct Instruction	08/03/2016	05/25/2017	$0	All Faculty
Edmentum ACT Prep	Teachers with ACT Prep classes will use Edmentum software (provided by the district) with their students to prepare for the ACT	Technology	08/03/2016	05/25/2017	$0	ACT Prep teachers
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

Areas of Notable Achievement

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

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

Parents:

- 85% of parents surveyed reported feeling welcome at the school.

- 70% said that they were encouraged to be involved in their child's education.

- 88% said that they understood their student's academic grades and test scores.

- 83% said they could easily contact faculty if they had questions or concerns.

Parents also indicated that they felt that the "school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff." This was one of the highest scoring indicators in our Stakeholder Feedback Survey.

Other high scoring indicators include:

Parents:

INDICATOR 2.2: The governing body operates responsibly and functions effectively.

INDICATOR 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs.

Students:

- INDICATOR 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. 3.34/5

- INDICATOR 3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. 3.29/5

- INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. 3.21/5

Faculty:

- INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

- INDICATOR 2.1: The governing body establishes policies and supports practices that ensure effective administration of the school.

- INDICATOR 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

- INDICATOR 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. 4.24/5

- INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. 4.31/5
- INDICATOR 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. 4.28/5

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

Parents felt that they were able to easily get in contact with teachers, and felt that the school encouraged them to be involved in their student's education. An overwhelming majority of parents felt welcome at the school, higher than the previous year's survey responses indicated.

Parents:
- There was a positive trend in parents increasingly attending/being aware of Parent Day/Night activities at the school, from 31% of parents participating in 2015 to 57% of parents participating in 2016.

Other indicators showing satisfaction or approval:

Parents:
INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Faculty:
- INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning..
- INDICATOR 3.5: Teachers participate in collaborative learning communities to improve instruction and student learning
- INDICATOR 3.11: All staff members participate in a continuous program of professional learning.
- INDICATOR 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.
- INDICATOR 5.1: The school establishes and maintains a clearly defined and comprehensive student assessment system.
- INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

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

Compared to the previous year's stakeholder feedback survey responses, the majority of this year's responses have either remained steady or have improved somewhat.

Parents:
- Teachers also commented that more parents were involved in the Parent Day activities in 2016.

- Feedback from the community and from parents has been positive regarding the ability to contact teachers easily if there were issues or problems, and feeling welcome in the school.

- The response from parents in the community to the school's outreach/communication regarding events, activities, news and scholarship opportunities on our Facebook page and website has also been positive.

- More parents reported knowing what it means to be a Title I school this year than last year.

Faculty:

- Faculty and administration have identified and discussed these issues in faculty meetings, professional development, emails, etc. on a regular, ongoing basis.

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 communication to parents and stakeholders in certain areas:

- Opportunities to volunteer

- Involvement in school planning/review committees

- Title I implications

- Awareness of the school's referral program to community resources

Parents:

- Most parents don't know how to be involved in volunteer opportunities or school planning/review committees at the school, or how students gain additional help in math or reading through our Title I program.

- Parents also report not knowing about the school's referral program to community services outside of the school.

Other indicators that reflected the lowest level of satisfaction or approval:

Parents:

INDICATOR 3.5: Teachers participate in collaborative learning communities to improve instruction and student learning.

INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

INDICATOR 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

INDICATOR 3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Students:

- INDICATOR 2.1: The governing body establishes policies and supports practices that ensure effective administration of the school. 2.68/5

- INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. 2.51/5

- INDICATOR 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. 2.74/5

Faculty:

- INDICATOR 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. 3.6/5

- INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. 3.63/5

- INDICATOR 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. 3.7/5

- INDICATOR 4.6: The school provides support services to meet the physical, social, and emotional needs of the student population being

served. 3.67/5

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

Responses indicated that the majority of stakeholders were not aware of how they could be involved in school planning/review committees.

Parents:

- In 2015 56% of parents knew how additional help with reading and /or mathematics is given to students through the Title I program. In 2016 that number dropped to 39%.

Other indicators that reflect decreasing stakeholder satisfaction:

Parents:

INDICATOR 3.6: Teachers implement the school's instructional process in support of student learning.

INDICATOR 3.12: The school provides and coordinates learning support services to meet the unique learning needs of students.

INDICATOR 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Faculty:

- INDICATOR 2.5: Leadership engages stakeholders effectively in support of the school's purpose and direction

- INDICATOR 3.1: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

- INDICATOR 3.6: Teachers implement the school's instructional process in support of student learning.

- INDICATOR 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

- INDICATOR 4.2: Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

- INDICATOR 4.6: The school provides support services to meet the physical, social, and emotional needs of the student population being served.

What are the implications for these stakeholder perceptions?

The results of this year's survey indicated that the school needs to work on improving awareness about opportunities for parents to be involved in planning and review processes, as well as volunteer opportunities and community referrals. Parents overwhelming responded they preferred by contacted via email over any other method.

The survey results also showed that the school's culture is very welcoming to parents, and that most parents find it easy to communication with teachers. When they communicate with teachers, parents reported that they found teachers interested in discussing their student's academic progress. The majority of parents also reported that they understand the academic goals set for their students, and the grading/assessment of their student's academic performance.

Parents:

-More outreach/education regarding the Title I program, getting students additional help in reading and math, and information on the school's referral programs.

-More outreach and communication with parents is needed regarding student learning and achievement of school improvement goals.

-More participation by teachers in collaborative learning communities is needed to improve instruction and student learning.

Faculty:

- Faculty report a need for a better support system for students in terms of their social/emotional needs and a more formalized faculty-student advisement program.

- Need a more formalized new teacher/mentoring program in place

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

Survey results are consistent with teacher and administrator reports of informal feedback from parents and the community.

Parents:

- All of the above findings are consistent with general feedback received from parents in the community throughout the year.

Faculty:

- Faculty and administration have identified and discussed these issues in faculty meetings, professional development, emails, etc. on a regular, ongoing basis.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3
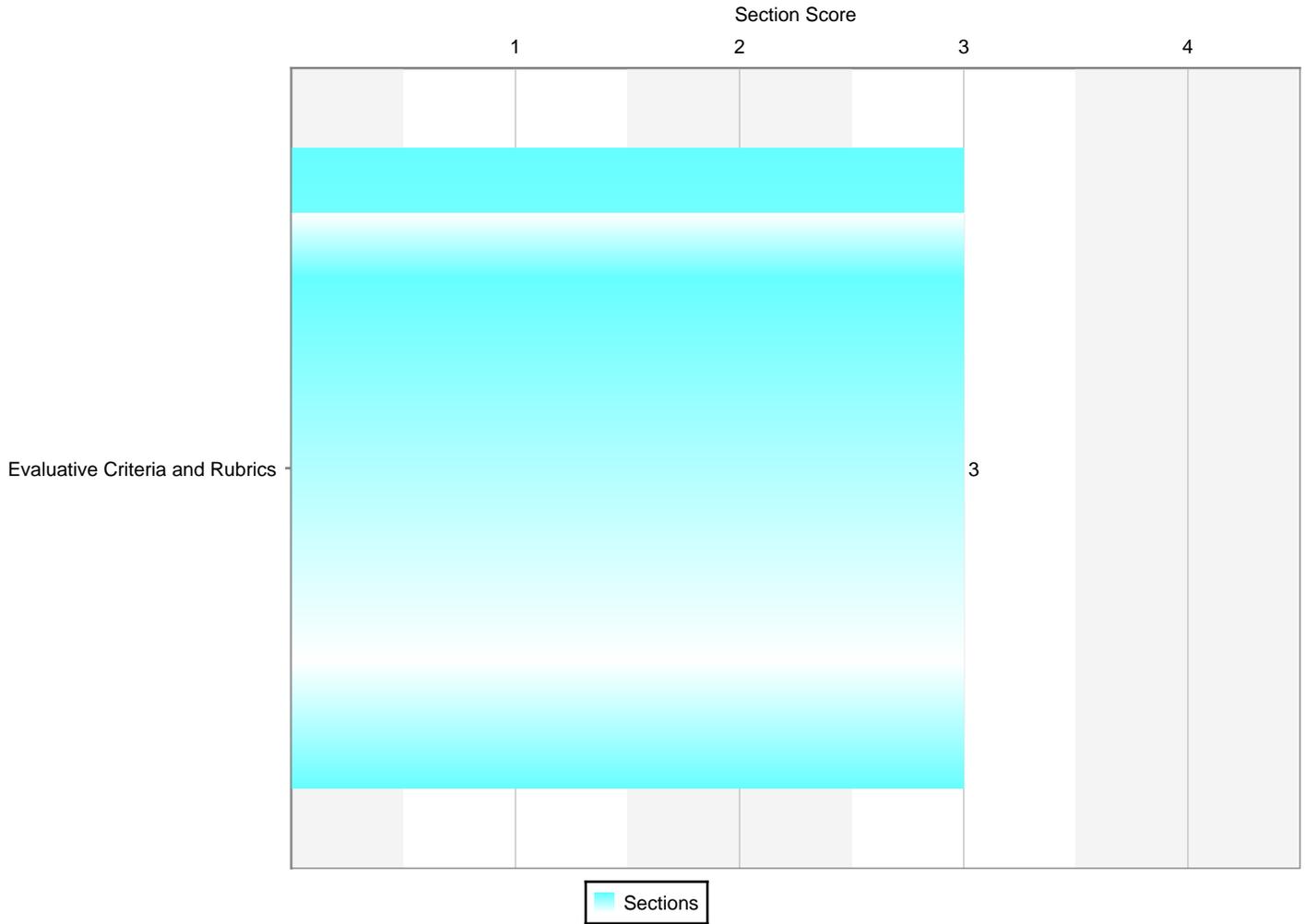
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

A committee made up of faculty members and administrators was formed to gather pertinent data to be used for the development of the Continuous Improvement 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. Faculty input as well as input from parents, combined with student test scores from the ACT and other assessments, provided the data for this year's planning.

What were the results of the comprehensive needs assessment?

Students at BCHS are performing below State standards on both the ACT Aspire and ACT assessments. Student were also determined to be behind in the areas of science and math.

What conclusions were drawn from the results?

The Needs Assessment team concluded that BCHS students were deficient in several areas of Math and Science. BCHS will increase the targeted intervention in both Math and Science. 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.

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.

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 science, there are goals associated with improving test scores such as Aspire and ACT. These scores 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

to the Plan 2020 initiative.

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 on many different data sources and all sources show the need for the assigned goals

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 (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic 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:

A 15% increase 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 05/23/2018 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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: This strategy is supported by information found on the State Department of Education's ALEX website.

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. $1000.00 in Title I funds will be spent on projector bulbs and miscellaneous technology needs to facilitate this activity.	Direct Instruction	08/09/2017	05/23/2018	$1000 - Title I Part A	All faculty and administration.

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: This strategy is supported by the State Department of Education and information provided by the ALEX team on the state website.

Activity - Local workshop on digital literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a local school workshop to promote digital literacy.	Technology	08/09/2017	05/23/2018	$0 - No Funding Required	John Simmer

Goal 2:

Increase targeted intervention for at-risk students in Math

Measurable Objective 1:

A 15% increase 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 05/23/2018 as measured by at-risk math students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from the ACT, ACT Interim and ACT Aspire, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category: Develop/Implement Learning Supports

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, ACT Explore/Plan and ACT Aspire, to identify students needing targeted intervention in math. Schedule ongoing intervention for at-risk students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Activity - Schedule remediation and pull out for at-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students, once identified, will be scheduled into ACT Math classes or assigned for pull out remediation.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Ashley Lawley, Administrators, registrars, all faculty

Activity - Instructional coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building level instructional coach will assist BCHS staff in identifying at risk students in math. This data will be used in conjunction with the student data room to assist in developing remediation for individual students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Jay Alston John Hooper Ashley Lawley

Goal 3:

Increase targeted intervention for at-risk students in Reading

Measurable Objective 1:

A 15% increase 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 05/25/2017 as measured by at-risk reading students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from the ACT, ACT Interim and Aspire, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

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

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

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS has encumbered a teaching unit to work as an instructional coach and remediation teacher during the school day.	Technology Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Remediation Faculty and Staff Instructional coaches, both local and district (if possible).

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 the ACT, the ACT Aspire, and the ACT Explore/Plan, to identify students needing targeted intervention in reading. Using the data room to visualize and monitor student data and progress, we will develop a schedule of ongoing intervention for at-risk students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff, administration, faculty

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: Develop/Implement Learning Supports

Research Cited: ACT and PLAN

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	08/03/2016	05/25/2017	$0 - No Funding Required	All Faculty

Activity - Instructional coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local instructional coach will assist BCHS staff in identifying at risk students in reading. This data will be used in conjunction with the student data room to assist in developing remediation for individual students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration

Goal 4:

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

Measurable Objective 1:

A 15% increase 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, ACT Aspire, ACT

Explore and ACT Plan assessments in all content areas in Writing by 05/23/2018 as measured by students showing an increase in their

proficiency taking the ACT Plan and Explore assessments, measured by improvements in test performance.

Strategy1:

ACT Preparation - We will create ACT Prep classes for the different subject areas and have students take a class at least once before 11th

grade to prepare for the ACT.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Create ACT Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Registrars will create ACT Prep classes in the Master Schedule. Classes will be assigned to teachers in specific content areas, to prepare students in that class for that section of the ACT.	Academic Support Program	08/01/2016	08/31/2016	$0 - No Funding Required	Jay Alston, John Hooper, Ashley Lawley, John Simmer

Activity - Edmentum ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers with ACT Prep classes will use Edmentum software (provided by the district) with their students to prepare for the ACT	Technology	08/03/2016	05/25/2017	$0 - No Funding Required	ACT Prep teachers

Activity - ACT Question Bellringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ACT example questions for Bellringer activities several times per week.	Direct Instruction	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration

Activity - ACT Test Questions added to Teacher Classroom Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all core content areas will begin adding an ACT Test question from the corresponding ACT content area to their regular classroom assessments, in order to prepare students for the ACT.	Direct Instruction	08/03/2016	05/25/2017	$0 - No Funding Required	All core content faculty

Strategy2:

Implement Best Practice instructional strategies to strengthen RTI Tier I, II, and III instruction. - Implement appropriate Tier 1 strategies:

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 should reflect or align with varying levels of 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 components of the lesson. The After (closure) activity should be tied to the daily outcome. Formative assessments will be tied to the content taught within the lesson plans.

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.

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 through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI

Activity - Tier 1 strategies: Lesson plans will reflect purposeful planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 should reflect or align with varying levels of Bloom's Taxonomy. Classroom assignments will be clearly tied to the daily outcome and standard. 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	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty members and administration

Activity - Tier 3 Intervention for identified 9th graders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 9th graders will be assessed during the spring of their 8th grade year to identify students who may be at-risk through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs. Students in Tier 3 will receive intensive small group support using research based strategies.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Activity - Tier 2 strategies: Closure Activity, Mastery Analysis, and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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. 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. Teachers should 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	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration, along with support staff, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Strategy3:

Remediation for 10th-12th grades - The school will use Edmentum to assess students achievement levels and to deliver remediation instruction. Students will be scheduled into appropriate remediation classes based on their levels. Remediation instruction will be planned based on student needs.

Category: Develop/Implement Learning Supports

Research Cited: RTI

Activity - Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students 2 grades or more below grade level according to data from the ACT, Global Scholar and/or Edmentum will be scheduled for a remediation class.	Academic Support Program	08/03/2015	05/20/2016	$0 - No Funding Required	Registrar, Counselor, and appropriate faculty.

Goal 5:

All students that have lost credit or at risk of losing credit will have the opportunity to regain academic credits through credit recovery programs.

Measurable Objective 1:

demonstrate a proficiency by receiving at least one lost credit earned by students that participate in the credit recovery program. by 05/23/2018 as measured by by a 2% increase of students earning at least one academic credit by a baseline of 21%..

Strategy1:

Credit Recovery Program - All students that have lost credit for academic issues will be evaluated for credit recovery. If the student is eligible for credit recovery according to the guidelines of the ALSDE they will be enrolled in the Credit Recovery Program.

Category: Develop/Implement Learning Supports

Research Cited: Research shows that students that are retained have a greater chance of dropping out of school.

Activity - Edmentum or Compass Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are in the Credit Recovery Program will use the Compass Learning Software or Edmentum to regain lost academic credits.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	Administration and select faculty.

Goal 6:

English Language Learners will be proficient in English as their second language.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in the English language in English Language Arts by 05/23/2018 as measured by students obtaining proficiency in English as measured by the Access test..

Strategy1:

English Remediation - Students will be assigned to English remediation classes to work on English Language Arts and Reading

Category: Develop/Implement Learning Supports

Research Cited: Research based strategies will be used in this class

Activity - Bilingual Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned a bilingual peer tutoring to assist them with review and test taking	Tutoring	08/09/2017	05/23/2018	$0 - No Funding Required	ELL district staff, administration, and counselor

Goal 7:

Increase scores on AP Tests

Measurable Objective 1:

50% of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) in taking the AP Tests in Writing by 05/23/2018 as measured by increasing the number of students scoring 3 or above on the AP Tests.

Strategy1:

Increase quality and quantity of AP classes offered - We have increased the number of AP classes offered to include AP Biology, AP Chemistry, and AP Government. We will also invest in increasing the quality of our teaching. We will continue to enlist two of the practicing doctors from the medical center in Bibb County to teach AP Biology, and we will continue sending several of our current AP teachers to training sessions and workshops.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Increase the number of AP teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will enlist two practicing doctors from Bibb Medical Center to volunteer to teach AP Biology, as adjunct teachers under the new Alabama Adjunct Teacher Law, for the 2016-2017 school year.	Recruitment and Retention	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, Dr. John Waites, Dr. Lacey Smith

Activity - Increase the number of AP Classes offered	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will offer AP Biology, AP Chemistry, and AP Government to our students for the first time, in addition to our regular selection of AP classes.	Direct Instruction	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, Ashley Lawley, John Simmer, Bobby Terry, Linda Conklan, Melinda Collums, Martin Thomas, Vicky Burton (ACCESS).

Activity - Increase the quality of instruction in AP classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will send several of our existing AP teachers to summer and fall training sessions and workshops, to increase their level of knowledge regarding methods of teaching AP courses and instructing AP students.	Professional Learning	08/09/2017	05/23/2018	$800 - State Funds $0 - No Funding Required $2000 - Title I Part A	Jay Alston, Linda Conklan, Bobby Terry

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Increase targeted intervention for at-risk students in Math

Measurable Objective 1:

A 15% increase 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 05/23/2018 as measured by at-risk math students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from the ACT, ACT Interim and ACT Aspire, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category: Develop/Implement Learning Supports

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

Activity - Schedule remediation and pull out for at-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students, once identified, will be scheduled into ACT Math classes or assigned for pull out remediation.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Ashley Lawley, Administrators, registrars, all faculty

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, ACT Explore/Plan and ACT Aspire, to identify students needing targeted intervention in math. Schedule ongoing intervention for at-risk students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Activity - Instructional coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building level instructional coach will assist BCHS staff in identifying at risk students in math. This data will be used in conjunction with the student data room to assist in developing remediation for individual students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Jay Alston John Hooper Ashley Lawley

Goal 2:

Increase targeted intervention for at-risk students in Reading

Measurable Objective 1:

A 15% increase 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 05/25/2017 as measured by 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: Develop/Implement Learning Supports

Research Cited: ACT and PLAN

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	08/03/2016	05/25/2017	$0 - No Funding Required	All Faculty

Activity - Instructional coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local instructional coach will assist BCHS staff in identifying at risk students in reading. This data will be used in conjunction with the student data room to assist in developing remediation for individual students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration

Strategy2:

Data Analysis and Scheduled Interventions - Using existing data from the ACT, ACT Interim and Aspire, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

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

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 the ACT, the ACT Aspire, and the ACT Explore/Plan, to identify students needing targeted intervention in reading. Using the data room to visualize and monitor student data and progress, we will develop a schedule of ongoing intervention for at-risk students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff, administration, faculty

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS has encumbered a teaching unit to work as an instructional coach and remediation teacher during the school day.	Academic Support Program Technology	08/03/2016	05/25/2017	$0 - No Funding Required	Remediation Faculty and Staff Instructional coaches, both local and district (if possible).

Goal 3:

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

Measurable Objective 1:

A 15% increase 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, ACT Aspire, ACT Explore and ACT Plan assessments in all content areas in Writing by 05/23/2018 as measured by 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 - The school will use Edmentum to assess students achievement levels and to deliver remediation instruction. Students will be scheduled into appropriate remediation classes based on their levels. Remediation instruction will be planned

based on student needs.

Category: Develop/Implement Learning Supports

Research Cited: RTI

Activity - Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students 2 grades or more below grade level according to data from the ACT, Global Scholar and/or Edmentum will be scheduled for a remediation class.	Academic Support Program	08/03/2015	05/20/2016	$0 - No Funding Required	Registrar, Counselor, and appropriate faculty.

Strategy2:

ACT Preparation - We will create ACT Prep classes for the different subject areas and have students take a class at least once before 11th

grade to prepare for the ACT.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Create ACT Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Registrars will create ACT Prep classes in the Master Schedule. Classes will be assigned to teachers in specific content areas, to prepare students in that class for that section of the ACT.	Academic Support Program	08/01/2016	08/31/2016	$0 - No Funding Required	Jay Alston, John Hooper, Ashley Lawley, John Simmer

Activity - ACT Question Bellringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ACT example questions for Bellringer activities several times per week.	Direct Instruction	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration

Activity - ACT Test Questions added to Teacher Classroom Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all core content areas will begin adding an ACT Test question from the corresponding ACT content area to their regular classroom assessments, in order to prepare students for the ACT.	Direct Instruction	08/03/2016	05/25/2017	$0 - No Funding Required	All core content faculty

Activity - Edmentum ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers with ACT Prep classes will use Edmentum software (provided by the district) with their students to prepare for the ACT	Technology	08/03/2016	05/25/2017	$0 - No Funding Required	ACT Prep teachers

Strategy3:

Implement Best Practice instructional strategies to strengthen RTI Tier I, II, and III instruction. - Implement appropriate Tier 1 strategies:

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 should reflect or align with varying levels of 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 components of the lesson. The After (closure) activity should be tied to the daily outcome. Formative assessments will be tied to the content taught within the lesson plans.

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.

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 through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI

Activity - Tier 1 strategies: Lesson plans will reflect purposeful planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 should reflect or align with varying levels of Bloom's Taxonomy. Classroom assignments will be clearly tied to the daily outcome and standard. 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	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty members and administration

Activity - Tier 3 Intervention for identified 9th graders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 9th graders will be assessed during the spring of their 8th grade year to identify students who may be at-risk through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs. Students in Tier 3 will receive intensive small group support using research based strategies.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Activity - Tier 2 strategies: Closure Activity, Mastery Analysis, and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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. 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. Teachers should 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	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration, along with support staff, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Goal 4:

Professional Development Plan

Measurable Objective 1:

collaborate to continue implementing the State Standards for Technology in the classroom by 05/23/2018 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: Develop/Implement Professional Learning and Support

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	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, John Simmer, John Hooper

Activity - Professional Development Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in faculty meetings, PD, or one on one with the Technology Coordinator and administration to develop proficiency with the following: Websites, Blogs, Wikis, Google Apps for Education, Gradebook, Learning Management Systems (Google Classroom), also focusing on use of Chalkable / iNow and Edmentum	Technology	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, John Hooper, John Simmer

Measurable Objective 2:

collaborate to improve the skills of individual teachers , as it pertains to instructional strategies. by 05/23/2018 as measured by by all

teachers being efficent using multiple strategies to improve student preformance.

Strategy1:

Student Engagement Strategy - Teachers will use the ELIOT tool to establish a baseline for student engagement in the classroom.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Establish baseline for engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the ELIOT tool to establish a baseline for student engagement in their own classrooms.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty

Strategy2:

Book Study - Teachers will engage in a book study on "Visual Learning" to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development meetings at the August inservice and follow up with teacher data meetings.	Professional Learning	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty

Strategy3:

Coaching Cycle - Local instructional coach and administration will continue to work to develop an effective instructional coaching cycle for BCHS teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: The research shows that teachers that are able to use multiple research based strategies, improve student performance at a greater rate.

Activity - Teacher Training on Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with the local instructional coach to improve the use of researched based instructional strategies with all students.	Professional Learning	08/09/2017	05/23/2018	$0 - No Funding Required	Ashley Lawley, Jay Alston, John Hooper

Strategy4:

Teacher Mentor Program - All new teachers will participate in the District New Teacher Mentor Program.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Teacher Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers are assigned school level mentors to assist in their professional development.	Career Preparation/ Orientation	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston John Simmer John Hooper Martin Thomas Brett Gilbert

Measurable Objective 3:

collaborate to participate in ongoing training in SREB Literacy and Math by 05/23/2018 as measured by Selected teachers participating in ongoing training and professional development for SREB Literacy and Math.

Strategy1:

Professional Development - Select teachers will participate in ongoing professional development for SREB Literacy and Math

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - SREB training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SREB Math and Literacy teachers will participate in ongoing professional development.	Professional Learning	08/09/2017	05/23/2018	$0 - No Funding Required	Brett Gilbert, Haeden Wright, Steve Geohagan, Ashley Lawley

Goal 5:

Increase scores on AP Tests

Measurable Objective 1:

50% of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) in taking the AP Tests in Writing by 05/23/2018 as measured by increasing the number of students scoring 3 or above on the AP Tests.

Strategy1:

Increase quality and quantity of AP classes offered - We have increased the number of AP classes offered to include AP Biology, AP Chemistry, and AP Government. We will also invest in increasing the quality of our teaching. We will continue to enlist two of the practicing doctors from the medical center in Bibb County to teach AP Biology, and we will continue sending several of our current AP teachers to training sessions and workshops.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Increase the number of AP teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will enlist two practicing doctors from Bibb Medical Center to volunteer to teach AP Biology, as adjunct teachers under the new Alabama Adjunct Teacher Law, for the 2016-2017 school year.	Recruitment and Retention	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, Dr. John Waites, Dr. Lacey Smith

Activity - Increase the number of AP Classes offered	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will offer AP Biology, AP Chemistry, and AP Government to our students for the first time, in addition to our regular selection of AP classes.	Direct Instruction	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, Ashley Lawley, John Simmer, Bobby Terry, Linda Conklan, Melinda Collums, Martin Thomas, Vicky Burton (ACCESS).

Activity - Increase the quality of instruction in AP classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will send several of our existing AP teachers to summer and fall training sessions and workshops, to increase their level of knowledge regarding methods of teaching AP courses and instructing AP students.	Professional Learning	08/09/2017	05/23/2018	$0 - No Funding Required $800 - State Funds $2000 - Title I Part A	Jay Alston, Linda Conklan, Bobby Terry

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

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:
A 15% increase 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 05/23/2018 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: Develop/Implement Professional Learning and Support

Research Cited: This strategy is supported by the State Department of Education and information provided by the ALEX team on the state website.

Activity - Local workshop on digital literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a local school workshop to promote digital literacy.	Technology	08/09/2017	05/23/2018	$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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: This strategy is supported by information found on the State Department of Education's ALEX website.

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. $1000.00 in Title I funds will be spent on projector bulbs and miscellaneous technology needs to facilitate this activity.	Direct Instruction	08/09/2017	05/23/2018	$1000 - Title I Part A	All faculty and administration.

Goal 2:

Increase targeted intervention for at-risk students in Math

Measurable Objective 1:

A 15% increase 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 05/23/2018 as measured by at-risk math students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from the ACT, ACT Interim and ACT Aspire, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category: Develop/Implement Learning Supports

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, ACT Explore/Plan and ACT Aspire, to identify students needing targeted intervention in math. Schedule ongoing intervention for at-risk students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Activity - Schedule remediation and pull out for at-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students, once identified, will be scheduled into ACT Math classes or assigned for pull out remediation.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Ashley Lawley, Administrators, registrars, all faculty

Activity - Instructional coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building level instructional coach will assist BCHS staff in identifying at risk students in math. This data will be used in conjunction with the student data room to assist in developing remediation for individual students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Jay Alston John Hooper Ashley Lawley

Goal 3:

Increase targeted intervention for at-risk students in Reading

Measurable Objective 1:

A 15% increase 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 05/25/2017 as measured by at-risk reading students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from the ACT, ACT Interim and Aspire, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: All assessments and data sources are research based.

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS has encumbered a teaching unit to work as an instructional coach and remediation teacher during the school day.	Academic Support Program Technology	08/03/2016	05/25/2017	$0 - No Funding Required	Remediation Faculty and Staff Instructional coaches, both local and district (if possible).

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 the ACT, the ACT Aspire, and the ACT Explore/Plan, to identify students needing targeted intervention in reading. Using the data room to visualize and monitor student data and progress, we will develop a schedule of ongoing intervention for at-risk students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff, administration, faculty

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: Develop/Implement Learning Supports

Research Cited: ACT and PLAN

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	08/03/2016	05/25/2017	$0 - No Funding Required	All Faculty

Activity - Instructional coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local instructional coach will assist BCHS staff in identifying at risk students in reading. This data will be used in conjunction with the student data room to assist in developing remediation for individual students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration

Goal 4:

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

Measurable Objective 1:

A 15% increase 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, ACT Aspire, ACT Explore and ACT Plan assessments in all content areas in Writing by 05/23/2018 as measured by students showing an increase in their proficiency taking the ACT Plan and Explore assessments, measured by improvements in test performance.

Strategy1:

ACT Preparation - We will create ACT Prep classes for the different subject areas and have students take a class at least once before 11th grade to prepare for the ACT.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - ACT Question Bellringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ACT example questions for Bellringer activities several times per week.	Direct Instruction	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration

Activity - ACT Test Questions added to Teacher Classroom Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all core content areas will begin adding an ACT Test question from the corresponding ACT content area to their regular classroom assessments, in order to prepare students for the ACT.	Direct Instruction	08/03/2016	05/25/2017	$0 - No Funding Required	All core content faculty

Activity - Create ACT Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Registrars will create ACT Prep classes in the Master Schedule. Classes will be assigned to teachers in specific content areas, to prepare students in that class for that section of the ACT.	Academic Support Program	08/01/2016	08/31/2016	$0 - No Funding Required	Jay Alston, John Hooper, Ashley Lawley, John Simmer

Activity - Edmentum ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers with ACT Prep classes will use Edmentum software (provided by the district) with their students to prepare for the ACT	Technology	08/03/2016	05/25/2017	$0 - No Funding Required	ACT Prep teachers

Strategy2:

Remediation for 10th-12th grades - The school will use Edmentum to assess students achievement levels and to deliver remediation instruction. Students will be scheduled into appropriate remediation classes based on their levels. Remediation instruction will be planned based on student needs.

Category: Develop/Implement Learning Supports

Research Cited: RTI

Activity - Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students 2 grades or more below grade level according to data from the ACT, Global Scholar and/or Edmentum will be scheduled for a remediation class.	Academic Support Program	08/03/2015	05/20/2016	$0 - No Funding Required	Registrar, Counselor, and appropriate faculty.

Strategy3:

Implement Best Practice instructional strategies to strengthen RTI Tier I, II, and III instruction. - Implement appropriate Tier 1 strategies:

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 should reflect or align with varying levels of 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 components of the lesson. The After (closure) activity should be tied to the daily outcome. Formative assessments will be tied to the content taught within the lesson plans.

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.

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 through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI

Activity - Tier 2 strategies: Closure Activity, Mastery Analysis, and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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. 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. Teachers should 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	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration, along with support staff, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Activity - Tier 1 strategies: Lesson plans will reflect purposeful planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 should reflect or align with varying levels of Bloom's Taxonomy. Classroom assignments will be clearly tied to the daily outcome and standard. 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	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty members and administration

Activity - Tier 3 Intervention for identified 9th graders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 9th graders will be assessed during the spring of their 8th grade year to identify students who may be at-risk through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs. Students in Tier 3 will receive intensive small group support using research based strategies.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Goal 5:

Professional Development Plan

Measurable Objective 1:

collaborate to improve the skills of individual teachers , as it pertains to instructional strategies. by 05/23/2018 as measured by by all teachers being efficent using multiple strategies to improve student preformance.

Strategy1:

Coaching Cycle - Local instructional coach and administration will continue to work to develop an effective instructional coaching cycle for BCHS teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: The research shows that teachers that are able to use multiple research based strategies, improve student performance at a greater rate.

Activity - Teacher Training on Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with the local instructional coach to improve the use of researched based instructional strategies with all students.	Professional Learning	08/09/2017	05/23/2018	$0 - No Funding Required	Ashley Lawley, Jay Alston, John Hooper

Strategy2:

Book Study - Teachers will engage in a book study on "Visual Learning" to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development meetings at the August inservice and follow up with teacher data meetings.	Professional Learning	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty

Strategy3:

Student Engagement Strategy - Teachers will use the ELIOT tool to establish a baseline for student engagement in the classroom.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Establish baseline for engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the ELIOT tool to establish a baseline for student engagement in their own classrooms.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty

Strategy4:

Teacher Mentor Program - All new teachers will participate in the District New Teacher Mentor Program.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Teacher Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers are assigned school level mentors to assist in their professional development.	Career Preparation/ Orientation	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston John Simmer John Hooper Martin Thomas Brett Gilbert

Measurable Objective 2:

collaborate to participate in ongoing training in SREB Literacy and Math by 05/23/2018 as measured by Selected teachers participating in ongoing training and professional development for SREB Literacy and Math.

Strategy1:

Professional Development - Select teachers will participate in ongoing professional development for SREB Literacy and Math

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - SREB training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SREB Math and Literacy teachers will participate in ongoing professional development.	Professional Learning	08/09/2017	05/23/2018	$0 - No Funding Required	Brett Gilbert, Haeden Wright, Steve Geohagan, Ashley Lawley

Measurable Objective 3:

collaborate to continue implementing the State Standards for Technology in the classroom by 05/23/2018 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: Develop/Implement Professional Learning and Support

Research Cited: CCRS

Activity - Professional Development Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in faculty meetings, PD, or one on one with the Technology Coordinator and administration to develop proficiency with the following: Websites, Blogs, Wikis, Google Apps for Education, Gradebook, Learning Management Systems (Google Classroom), also focusing on use of Chalkable / iNow and Edmentum	Technology	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, John Hooper, John Simmer

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	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, John Simmer, John Hooper

Goal 6:

Increase scores on AP Tests

Measurable Objective 1:

50% of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) in taking the AP Tests in Writing by 05/23/2018 as measured by increasing the number of students scoring 3 or above on the AP Tests.

Strategy1:

Increase quality and quantity of AP classes offered - We have increased the number of AP classes offered to include AP Biology, AP Chemistry, and AP Government. We will also invest in increasing the quality of our teaching. We will continue to enlist two of the practicing doctors from the medical center in Bibb County to teach AP Biology, and we will continue sending several of our current AP teachers to training sessions and workshops.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Increase the quality of instruction in AP classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will send several of our existing AP teachers to summer and fall training sessions and workshops, to increase their level of knowledge regarding methods of teaching AP courses and instructing AP students.	Professional Learning	08/09/2017	05/23/2018	$0 - No Funding Required $2000 - Title I Part A $800 - State Funds	Jay Alston, Linda Conklan, Bobby Terry

Activity - Increase the number of AP Classes offered	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will offer AP Biology, AP Chemistry, and AP Government to our students for the first time, in addition to our regular selection of AP classes.	Direct Instruction	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, Ashley Lawley, John Simmer, Bobby Terry, Linda Conklan, Melinda Collums, Martin Thomas, Vicky Burton (ACCESS).

Activity - Increase the number of AP teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will enlist two practicing doctors from Bibb Medical Center to volunteer to teach AP Biology, as adjunct teachers under the new Alabama Adjunct Teacher Law, for the 2016-2017 school year.	Recruitment and Retention	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, Dr. John Waites, Dr. Lacey Smith

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

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:

A 15% increase 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 05/23/2018 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: Develop/Implement Professional Learning and Support

Research Cited: This strategy is supported by the State Department of Education and information provided by the ALEX team on the state website.

Activity - Local workshop on digital literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a local school workshop to promote digital literacy.	Technology	08/09/2017	05/23/2018	$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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: This strategy is supported by information found on the State Department of Education's ALEX website.

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. $1000.00 in Title I funds will be spent on projector bulbs and miscellaneous technology needs to facilitate this activity.	Direct Instruction	08/09/2017	05/23/2018	$1000 - Title I Part A	All faculty and administration.

Goal 2:

Professional Development Plan

Measurable Objective 1:

collaborate to continue implementing the State Standards for Technology in the classroom by 05/23/2018 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: Develop/Implement Professional Learning and Support

Research Cited: CCRS

Activity - Professional Development Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in faculty meetings, PD, or one on one with the Technology Coordinator and administration to develop proficiency with the following: Websites, Blogs, Wikis, Google Apps for Education, Gradebook, Learning Management Systems (Google Classroom), also focusing on use of Chalkable / iNow and Edmentum	Technology	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, John Hooper, John Simmer

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	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, John Simmer, John Hooper

Measurable Objective 2:

collaborate to participate in ongoing training in SREB Literacy and Math by 05/23/2018 as measured by Selected teachers participating in

ongoing training and professional development for SREB Literacy and Math.

Strategy1:

Professional Development - Select teachers will participate in ongoing professional development for SREB Literacy and Math

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - SREB training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SREB Math and Literacy teachers will participate in ongoing professional development.	Professional Learning	08/09/2017	05/23/2018	$0 - No Funding Required	Brett Gilbert, Haeden Wright, Steve Geohagan, Ashley Lawley

Measurable Objective 3:

collaborate to improve the skills of individual teachers , as it pertains to instructional strategies. by 05/23/2018 as measured by by all teachers being efficent using multiple strategies to improve student preformance.

Strategy1:

Teacher Mentor Program - All new teachers will participate in the District New Teacher Mentor Program.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Teacher Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers are assigned school level mentors to assist in their professional development.	Career Preparation/ Orientation	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston John Simmer John Hooper Martin Thomas Brett Gilbert

Strategy2:

Coaching Cycle - Local instructional coach and administration will continue to work to develop an effective instructional coaching cycle for BCHS teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: The research shows that teachers that are able to use multiple research based strategies, improve student performance at a greater rate.

Activity - Teacher Training on Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with the local instructional coach to improve the use of researched based instructional strategies with all students.	Professional Learning	08/09/2017	05/23/2018	$0 - No Funding Required	Ashley Lawley, Jay Alston, John Hooper

Strategy3:

Student Engagement Strategy - Teachers will use the ELIOT tool to establish a baseline for student engagement in the classroom.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Establish baseline for engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the ELIOT tool to establish a baseline for student engagement in their own classrooms.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty

Strategy4:

Book Study - Teachers will engage in a book study on "Visual Learning" to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development meetings at the August inservice and follow up with teacher data meetings.	Professional Learning	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty

Goal 3:

Increase targeted intervention for at-risk students in Math

Measurable Objective 1:

A 15% increase 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 05/23/2018 as measured by at-risk math students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from the ACT, ACT Interim and ACT Aspire, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category: Develop/Implement Learning Supports

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

Activity - Schedule remediation and pull out for at-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students, once identified, will be scheduled into ACT Math classes or assigned for pull out remediation.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Ashley Lawley, Administrators, registrars, all faculty

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, ACT Explore/Plan and ACT Aspire, to identify students needing targeted intervention in math. Schedule ongoing intervention for at-risk students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Activity - Instructional coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building level instructional coach will assist BCHS staff in identifying at risk students in math. This data will be used in conjunction with the student data room to assist in developing remediation for individual students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Jay Alston John Hooper Ashley Lawley

Goal 4:

Increase targeted intervention for at-risk students in Reading

Measurable Objective 1:

A 15% increase 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 05/25/2017 as measured by at-risk reading students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from the ACT, ACT Interim and Aspire, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

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

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 the ACT, the ACT Aspire, and the ACT Explore/Plan, to identify students needing targeted intervention in reading. Using the data room to visualize and monitor student data and progress, we will develop a schedule of ongoing intervention for at-risk students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff, administration, faculty

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS has encumbered a teaching unit to work as an instructional coach and remediation teacher during the school day.	Academic Support Program Technology	08/03/2016	05/25/2017	$0 - No Funding Required	Remediation Faculty and Staff Instructional coaches, both local and district (if possible).

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: Develop/Implement Learning Supports

Research Cited: ACT and PLAN

Activity - Instructional coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local instructional coach will assist BCHS staff in identifying at risk students in reading. This data will be used in conjunction with the student data room to assist in developing remediation for individual students.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration

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	08/03/2016	05/25/2017	$0 - No Funding Required	All Faculty

Goal 5:

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

Measurable Objective 1:

A 15% increase 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, ACT Aspire, ACT

Explore and ACT Plan assessments in all content areas in Writing by 05/23/2018 as measured by students showing an increase in their

proficiency taking the ACT Plan and Explore assessments, measured by improvements in test performance.

Strategy1:

ACT Preparation - We will create ACT Prep classes for the different subject areas and have students take a class at least once before 11th

grade to prepare for the ACT.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Create ACT Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Registrars will create ACT Prep classes in the Master Schedule. Classes will be assigned to teachers in specific content areas, to prepare students in that class for that section of the ACT.	Academic Support Program	08/01/2016	08/31/2016	$0 - No Funding Required	Jay Alston, John Hooper, Ashley Lawley, John Simmer

Activity - Edmentum ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers with ACT Prep classes will use Edmentum software (provided by the district) with their students to prepare for the ACT	Technology	08/03/2016	05/25/2017	$0 - No Funding Required	ACT Prep teachers

Activity - ACT Question Bellringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ACT example questions for Bellringer activities several times per week.	Direct Instruction	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration

Activity - ACT Test Questions added to Teacher Classroom Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all core content areas will begin adding an ACT Test question from the corresponding ACT content area to their regular classroom assessments, in order to prepare students for the ACT.	Direct Instruction	08/03/2016	05/25/2017	$0 - No Funding Required	All core content faculty

Strategy2:

Remediation for 10th-12th grades - The school will use Edmentum to assess students achievement levels and to deliver remediation instruction. Students will be scheduled into appropriate remediation classes based on their levels. Remediation instruction will be planned based on student needs.

Category: Develop/Implement Learning Supports

Research Cited: RTI

Activity - Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students 2 grades or more below grade level according to data from the ACT, Global Scholar and/or Edmentum will be scheduled for a remediation class.	Academic Support Program	08/03/2015	05/20/2016	$0 - No Funding Required	Registrar, Counselor, and appropriate faculty.

Strategy3:

Implement Best Practice instructional strategies to strengthen RTI Tier I, II, and III instruction. - Implement appropriate Tier 1 strategies: 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 should reflect or align with varying levels of 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 components of the lesson. The After (closure) activity should be tied to the daily outcome. Formative assessments will be tied to the content taught within the lesson plans.

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.

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 through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI

Activity - Tier 1 strategies: Lesson plans will reflect purposeful planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 should reflect or align with varying levels of Bloom's Taxonomy. Classroom assignments will be clearly tied to the daily outcome and standard. 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	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty members and administration

Activity - Tier 2 strategies: Closure Activity, Mastery Analysis, and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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. 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. Teachers should 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	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration, along with support staff, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Activity - Tier 3 Intervention for identified 9th graders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 9th graders will be assessed during the spring of their 8th grade year to identify students who may be at-risk through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs. Students in Tier 3 will receive intensive small group support using research based strategies.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Goal 6:

Increase scores on AP Tests

Measurable Objective 1:

50% of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) in taking the AP Tests in Writing by 05/23/2018 as measured by increasing the number of students scoring 3 or above on the AP Tests.

Strategy1:

Increase quality and quantity of AP classes offered - We have increased the number of AP classes offered to include AP Biology, AP Chemistry, and AP Government. We will also invest in increasing the quality of our teaching. We will continue to enlist two of the practicing doctors from the medical center in Bibb County to teach AP Biology, and we will continue sending several of our current AP teachers to training sessions and workshops.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Increase the number of AP Classes offered	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will offer AP Biology, AP Chemistry, and AP Government to our students for the first time, in addition to our regular selection of AP classes.	Direct Instruction	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, Ashley Lawley, John Simmer, Bobby Terry, Linda Conklan, Melinda Collums, Martin Thomas, Vicky Burton (ACCESS).

Activity - Increase the number of AP teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will enlist two practicing doctors from Bibb Medical Center to volunteer to teach AP Biology, as adjunct teachers under the new Alabama Adjunct Teacher Law, for the 2016-2017 school year.	Recruitment and Retention	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, Dr. John Waites, Dr. Lacey Smith

Activity - Increase the quality of instruction in AP classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will send several of our existing AP teachers to summer and fall training sessions and workshops, to increase their level of knowledge regarding methods of teaching AP courses and instructing AP students.	Professional Learning	08/09/2017	05/23/2018	$800 - State Funds $2000 - Title I Part A $0 - No Funding Required	Jay Alston, Linda Conklan, Bobby Terry

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

The school has a Spanish teacher who provides for our ELL needs to students and parents.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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 the ACT and End of Course tests to drive the overall curriculum needs of the school.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

The teacher turnover this year was 11.5%.

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

The average teacher has 12.2 years of experience.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

We have attended college career fairs to try to attract teachers to the Bibb County district. We work to instill a school culture that is inviting to teachers and support staff.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

BCHS provides ongoing professional development for teachers and staff. The professional development opportunities are correlated to the school-wide plan, and are determined based on data from the ACT and Achievement Series testing.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

BCHS provides ongoing professional development for teachers and staff. The professional development opportunities are correlated to the school-wide plan.

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 first year teachers are assigned a veteran teacher as a year-long mentor. First year teachers and mentors attended a one day orientation session provided by the district.

Describe how all professional development is "sustained and ongoing."

We have developed our professional development to be ongoing over an extended period of time. One of our goals is designed to follow a group of at-risk students for a four year period.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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 and/or high school to college/work force.

Goal 1:

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

Measurable Objective 1:

A 15% increase 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, ACT Aspire, ACT Explore and ACT Plan assessments in all content areas in Writing by 05/23/2018 as measured by students showing an increase in their proficiency taking the ACT Plan and Explore assessments, measured by improvements in test performance.

Strategy1:

ACT Preparation - We will create ACT Prep classes for the different subject areas and have students take a class at least once before 11th grade to prepare for the ACT.
Category: Develop/Implement College and Career Ready Standards
Research Cited:

Activity - ACT Question Bellringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ACT example questions for Bellringer activities several times per week.	Direct Instruction	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration

Activity - Create ACT Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Registrars will create ACT Prep classes in the Master Schedule. Classes will be assigned to teachers in specific content areas, to prepare students in that class for that section of the ACT.	Academic Support Program	08/01/2016	08/31/2016	$0 - No Funding Required	Jay Alston, John Hooper, Ashley Lawley, John Simmer

Activity - Edmentum ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers with ACT Prep classes will use Edmentum software (provided by the district) with their students to prepare for the ACT	Technology	08/03/2016	05/25/2017	$0 - No Funding Required	ACT Prep teachers

Activity - ACT Test Questions added to Teacher Classroom Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all core content areas will begin adding an ACT Test question from the corresponding ACT content area to their regular classroom assessments, in order to prepare students for the ACT.	Direct Instruction	08/03/2016	05/25/2017	$0 - No Funding Required	All core content faculty

Strategy2:

Implement Best Practice instructional strategies to strengthen RTI Tier I, II, and III instruction. - Implement appropriate Tier 1 strategies:

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 should reflect or align with varying levels of 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 components of the lesson. The After (closure) activity should be tied to the daily outcome. Formative assessments will be tied to the content taught within the lesson plans.

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.

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 through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI

Activity - Tier 1 strategies: Lesson plans will reflect purposeful planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 should reflect or align with varying levels of Bloom's Taxonomy. Classroom assignments will be clearly tied to the daily outcome and standard. 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	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty members and administration

Activity - Tier 2 strategies: Closure Activity, Mastery Analysis, and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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. 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. Teachers should 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	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration, along with support staff, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Activity - Tier 3 Intervention for identified 9th graders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 9th graders will be assessed during the spring of their 8th grade year to identify students who may be at-risk through multiple assessments. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs. Students in Tier 3 will receive intensive small group support using research based strategies.	Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All faculty and administration, aides, Mrs Lawley, Mrs Hatter, Mrs Hetzel

Strategy3:

Remediation for 10th-12th grades - The school will use Edmentum to assess students achievement levels and to deliver remediation instruction. Students will be scheduled into appropriate remediation classes based on their levels. Remediation instruction will be planned based on student needs.

Category: Develop/Implement Learning Supports

Research Cited: RTI

Activity - Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students 2 grades or more below grade level according to data from the ACT, Global Scholar and/or Edmentum will be scheduled for a remediation class.	Academic Support Program	08/03/2015	05/20/2016	$0 - No Funding Required	Registrar, Counselor, and appropriate faculty.

Goal 2:

Increase communication between our school's faculty and administration and community stakeholders, students, and parents

Measurable Objective 1:

collaborate to increase digital communication of our school's goals, activities, and other information to better educate, inform, and involve all our stakeholders by 05/23/2018 as measured by increased communication via parent emails and phone calls, as well as increased use of teacher websites, the school's website, Facebook page, and other social media.

Strategy1:

Increase digital communication with stakeholders via social media, school and teacher websites - Faculty and Administration will work throughout the year to maintain and update the school's website, Facebook page, and other social media with information about our school's goals, activities, culture, and other relevant information.Faculty will work throughout the course of the school year to develop individual websites for their classes, clubs, athletics,and activities. These websites will be linked to the school's website, for the purposes of increasing stakeholder involvement with our school's faculty.

Category: Implement Community Based Support and Intervention System

Research Cited: The research used to support this strategy is based on information obtained from the latest school culture survey.

Activity - Development of teacher websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work throughout the school year to develop individual websites for their classes, clubs, and athletic programs.	Community Engagement	08/09/2017	05/23/2018	$0 - No Funding Required	Bibb County High School faculty

Activity - Maintaining and updating the school's website, Facebook page, and other social media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Administration will work throughout the year to maintain and update the school's website, Facebook page, and other social media with information about our school's goals, activities, culture, and other relevant information.	Community Engagement	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, John Hooper, John Simmer, Marsha Brook, Melinda Collums, and other staff and faculty members

Activity - Linking teacher websites to the school's website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual teacher websites will be linked to the school's website, so that they can be accessed by our school's stakeholders.	Community Engagement	08/09/2017	05/23/2018	$0 - No Funding Required	John Simmer

Strategy2:

Increase digital communication with stakeholders via email and phone calls - Faculty, staff, and administration will collaborate over the course of the school year to increase communication to stakeholders via email and phone calls. This will be accomplished through the use of iNow, specifically by working to obtain accurate contact information from parents and update that information in iNow. Administration and office staff will oversee the addition and updating of information in iNow by faculty. Faculty will also work to obtain updated contact information from students throughout the course of the school year, including parent phone numbers and parent email addresses, for the purpose of entering that information into iNow.

Category: Implement Community Based Support and Intervention System

Research Cited: This strategy is based upon the results of information provided by parents and stakeholders in the most recent school culture survey.

Activity - Collect updated parent contact information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty, staff, and administration will work to obtain updated phone numbers and email addresses from parents and students.	Community Engagement	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty, administration, and front office staff

Goal 3:

Increase scores on AP Tests

Measurable Objective 1:

50% of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) in taking the AP Tests in Writing by 05/23/2018 as measured by increasing the number of students scoring 3 or above on the AP Tests.

Strategy1:

Increase quality and quantity of AP classes offered - We have increased the number of AP classes offered to include AP Biology, AP Chemistry, and AP Government. We will also invest in increasing the quality of our teaching. We will continue to enlist two of the practicing doctors from the medical center in Bibb County to teach AP Biology, and we will continue sending several of our current AP teachers to training sessions and workshops.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Increase the number of AP teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will enlist two practicing doctors from Bibb Medical Center to volunteer to teach AP Biology, as adjunct teachers under the new Alabama Adjunct Teacher Law, for the 2016-2017 school year.	Recruitment and Retention	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, Dr. John Waites, Dr. Lacey Smith

Activity - Increase the number of AP Classes offered	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will offer AP Biology, AP Chemistry, and AP Government to our students for the first time, in addition to our regular selection of AP classes.	Direct Instruction	08/09/2017	05/23/2018	$0 - No Funding Required	Jay Alston, Ashley Lawley, John Simmer, Bobby Terry, Linda Conklan, Melinda Collums, Martin Thomas, Vicky Burton (ACCESS).

Activity - Increase the quality of instruction in AP classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will send several of our existing AP teachers to summer and fall training sessions and workshops, to increase their level of knowledge regarding methods of teaching AP courses and instructing AP students.	Professional Learning	08/09/2017	05/23/2018	$2000 - Title I Part A $0 - No Funding Required $800 - State Funds	Jay Alston, Linda Conklan, Bobby Terry

Goal 4:

Student Engagement Plan

Measurable Objective 1:

collaborate to ensure that 100% of BCHS students will have an adult in the building with which to establish a "school connection" by 05/25/2018 as measured by Faculty mentors who will formally and informally check in with assigned students at regular intervals regarding grades, behavior, goals, etc..

Strategy1:

Student Engagement Strategy - List of targeted students with no extra curricular connections to school will be presented for adoption by faculty for mentoring.

Faculty mentors will formally and informally check in with assigned students at regular intervals regarding grades, behavior, goals, etc.

Character and Culture curriculum will be developed and distributed to students on a quarterly basis.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Student Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our mentoring program will also be addressing student retention for the purpose of increasing our graduation rate. We are participating in the state department's REACH program, an advisory program to assist in student retention.	Recruitment and Retention	08/09/2017	05/23/2018	$0 - District Funding	Lane Lightsey, local school administration and counselor.

Activity - Student Engagement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop interest survey to determine student interest/engagement in current/future school activities/clubs. Develop accurate list of students participating in current sports/clubs offered at school. Homeroom teachers review lists and student questionnaires and identify students who are not involved in regular extracurricular activity which connects them to the school. List of targeted students with no extracurricular connections to school will be presented for adoption by faculty for mentoring. Faculty mentors will formally and informally check in with assigned students at regular intervals regarding grades, behavior, goals, etc. Re-evaluate extracurricular programs and interest survey results to determine effectiveness in matching with student culture. Character and Culture curriculum will be developed and distributed to students on a quarterly basis.	Extra Curricular	08/07/2017	05/25/2018	$0 - No Funding Required	Faculty and Administration

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

The leadership team always looks at the latest assessment data to develop the school wide plan and ACIP. This data is used to drive professional development. remediation, scheduling, etc.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

Student data is reviewed by the counselor and administration at each administration

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?

Students are assigned a ACT prep class starting in the 9th grade year, based on previous assessments scores. These students are tracked as at risk and placed in the appropriate remediation classes.

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.

Most teachers have after school tutoring hours that are available to all students. We have utilized district funds to have after school tutors available. We also have the CAST after school program which provides tutoring and instruction via a grant.

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.

The school counselor monitors each of the listed subgroups of students. There are plans in place for each group of students to provide additional services as needed,

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 (Sec.1114(b)(V))

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.

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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

The Federal, State and Local resources are allocated to reach the school-wide 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 (Sec.1114(b)(3)):

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, ASPIRE, ACT and classroom assessments to direct changes in the school-wide plan.

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 school-wide plan.

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

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.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	29.22

Provide the number of classroom teachers.

29.22

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1525615.0

Total   1,525,615.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	86751.0

Total   86,751.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	66590.0

Total   66,590.00

Counselor

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

Provide the number of Counselors.

1.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	57712.0

Total   57,712.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	55944.0

Total 55,944.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total 0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7132.0

Total   7,132.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2615.0

Total   2,615.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	14213.0

Total   14,213.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1026.0

Total   1,026.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	117835.15

Provide a brief explanation and breakdown of expenses.

BCHS 0010

INSTRUCTION-TEACHER 8,013.00

INSTRUCTION-OTHER CERTI 22,500.00

INSTRUCTION-INSTRUCTIONAL AIDE 19,361.00

INSTRUCTION-SUBSTITUTES 860.00

INSTRUCTION-STATE INSURANCE 10,957.00

INSTRUCTION-STATE RETIREMENT 3,351.00

INSTRUCTION-SOCIAL SECURITY 1,639.00

INSTRUCTION-FEDERAL MEDICARE 384.00

INSTRUCTION-EQUIP MAINT AGREE 4,500.00

INSTRUCTION-OTHER INST SUPPLIES 1,000.00

INSTRUCTION-TEXTBOOKS 10,000.00

INSTRUCTION-STAFF/DEV SERVI-SUBS 3,226.75

INSTRUCTION-STAFF/DEV SERVI-STIPENDS 4,000.00

INSTRUCTION-STAFF/DEV SERVI-STATE RET 542.00

INSTRUCTION-STAFF/DEV SERVI-STATE SOCSEC 434.00

INSTRUCTION-STAFF/DEV SERVI-FEDERAL MEDICARE 102.00

INSTRUCTION-STAFF/DEV SERVI-REGISTRATION FEES 4,000.00

OTHER STUDENT SUPP, POSTAGE 750.00

OTHER STUDENT SUPP, PARENT INST SUPPLIES 900.00

INSTRUCTION-COMPUTER-HARDWARE 21,315.40

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	150000.0

Provide a brief explanation and a breakdown of expenses.

21st Century Grant

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

Not applicable.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

Not applicable.

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

Not applicable.

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	150000.0

Provide a brief explanation and a breakdown of expenses.

21st Century Grant

Local Funds

Label	Question	Value
1.	Provide the total	330383.72

Provide a brief explanation and breakdown of expenses.

Admissions/Public-$109,800.00

Concessions-Revenue-$3.800.00

Commissions-Revenue-Public

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

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

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

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.

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. (Sec. 1116(c)(4)(A)(B)(C))

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.

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). (Sec.1116(d))

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. (Sec. 1116(c)(5))

Submitting Comments and/or Concerns Regarding Unsatisfactory Aspects of 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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

Building Capacity for Parental Involvement:
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.

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 ESSA Sec. 1116, 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)

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

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 ESSA Sec 1116, 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)

·   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.

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 ESSA Sec. 1116, 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)

·   Utilize Home Language Surveys to determine the language of parents
·   When feasible, attain translate copies of newsletters, forms, announcements, etc.

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 ESSA Sec. 1116, 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)

Faculty, staff and administration shall provide any other reasonable support for parental involvement activities per request of parents, via email or phone calls or one on one meetings.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

The administration and any faculty or staff member who wishes to communicate with parents or other family members who speak a language other than English should translate all notices, letters, reports, etc. into the native language. Translated items may be checked by the school's EL contact and/or a faculty member who is fluent in the language which has been used to translate the aforementioned documents.

The administration and special education staff will provide accommodations for parents who may have a disability in order for them to participate in their child's education. These may include accommodations such as an interpreter for the hearing-impaired, notices/forms in large print, or Braille for the vision-impaired, etc.