

CLIP

1. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A and Part D; Title III; Title IV; Title V, Part A; IDEA; Perkins; EHCY

A description of the process the LEA used to determine the academic needs of its student body including the unique needs of students served through each applicable federal program. An analysis of the results should be included.

The Bibb County School District (BCSD) recognizes that the cornerstone of continuous school improvement and improved student academic achievement is the combination of effective and timely use of data sources and a continuous improvement process. As such, the BCSD embraced the Georgia Department of Education's process, Plan-Do-Check-Act, which is akin to Deming's Total Quality Management concept. The steps followed in the planning process are outlined below.

Step 1 The BCSD established a planning team complete with representatives from the district, schools, and community.

Step 2 The BCSD planning team conducted an orientation session for the planning team members to ensure full understanding of the purpose of the team, the members' roles in the process, and to familiarize them with the School Improvement planning process, ESEA requirements, and the GADOE Comprehensive LEA Improvement Plan (CLIP).

Step 3 The BCSD planning team began the collection of data. The types of data sources collected were:

- Student Demographics: These data consisted of student information, such as race/ethnicity, free/reduced lunch, gender, grade level, attendance, mobility rates, graduation rates, and drop-out rates.
- Student Learning: Data in this category provided evidence of student learning. This evidence was obtained from the database which houses the following: assessment data yielded from tests administered in the BCSD, namely, the Georgia Criterion Reference Competency Tests (CRCT), The Iowa Test of Basic Skills, The GA Writing Tests, The GA High School Graduation Test (GHS GT), End of Course Test (EOCT), The Middle Grades Writing Assessment, and benchmark assessments given to students in grades 1 – 9 in the four content areas to identify areas of strength and weakness. As a result of assessment data, classroom teachers provide differentiated instruction and alternative strategies to address individual needs. The district uses data from teacher developed mini-assessments to provide enrichment and tutorials for identified students.
- School Processes: Data associated with this category relate to school schedules, curricula offered, instructional methods, advisement, and after school activities.
- Perceptions: The BCSD obtained data for this category from various surveys administered to stakeholders (students, parents, staff, and community). Surveys administered include: The Quality Teaching and Learning Environment Survey, What Works in Schools Survey, The National Survey of School Evaluation (NSSE), The Georgia Assessment of Performance on School Standards Analysis (GAPSS), and The Certified Staff Survey (CSS).

Step 4 The planning team pooled the collected data and constructed a profile of the system.

Step 5 The BCSD planning team analyzed and examined the data of the system and its schools in search of patterns that could illuminate areas for further inquiry and to determine subgroups and content areas needing improvement in the district. As a result of the analysis of data, the BCSD's planning team noted the following trends in specific grade levels and subject areas. The most recent CRCT data describe the level of academic achievement across grades 1-8 in all applicable tested content areas. CRCT data are as follows:

- Two thousand twenty-six first grade students were administered the CRCT in reading, 2,029 first grade students were administered the CRCT in English/language arts, and 2,028 first grade students were administered the CRCT in math. Eighty-five percent of first graders met or exceeded the standard in reading, 74% of the first graders met or exceeded the standard in English/language arts, and 71% of the first graders met or exceeded the standard in mathematics.
- One thousand nine hundred eighty-one second graders were administered the CRCT in reading and 1,981 second graders were administered the CRCT in English/language arts and math. Eighty-four percent of the second graders met or exceeded the standard in reading, 74% of the second graders met or exceeded the standard in English/language arts, and 73% of the second graders met or exceeded the standard in mathematics.
- Two thousand one hundred thirteen third graders were administered the CRCT in reading, 2,111 third graders were administered the CRCT in English/language arts, 2,112 third graders were administered the CRCT in math, 2,100 third graders were administered the CRCT in science, and 2,095 third graders were administered the CRCT in social studies. Eighty-two percent of the third graders met or exceeded the standard in reading, 79% of the third graders met or exceeded the standard in English/language arts, 69% of the third graders met or exceeded the standard in mathematics, 68% of the third graders met or exceeded the standard in social studies, and 65% of the third graders met or exceeded the standard in science.
- One thousand nine hundred seventy-one fourth graders were administered the CRCT in reading, English/language arts, and math; 1,966 fourth graders were administered the CRCT in science; and 1,958 fourth graders were administered the CRCT in social studies. Seventy-six percent of the fourth graders met or exceeded the standard in reading, 76% of the fourth graders met or exceeded the standard in English/language arts, 60% of the fourth graders met or exceeded the standard in mathematics, 51% of the fourth graders met or exceeded the standard in social studies, and 55% of fourth graders met or exceeded the standard in science.
- One thousand nine hundred seventy-eight fifth graders were administered the CRCT in reading and English/language arts, 1,980 fifth graders were administered the CRCT in math, 1,975 fifth graders were administered the CRCT in science, and 1,970 fifth graders were administered the CRCT in social studies. Eighty percent of fifth graders met or exceeded the standard in reading, 85% of the fifth graders met or exceeded the standard in English/language arts, 72% of the fifth graders met or exceeded the standard in mathematics, 52% of the fifth graders met or exceeded the standard in social studies, and 58% of the fifth graders met or exceeded the standard in science.
- One thousand eight hundred sixty-five sixth graders were administered the CRCT in reading, 1,861 sixth graders were administered the CRCT in English/language arts, 1,864 sixth graders were administered the CRCT in math, 1,864 sixth graders were administered the CRCT in science, and 1,847 sixth graders were administered the CRCT in social studies. Eighty-one percent of those sixth graders met or exceeded the standard in reading, 84% of the sixth graders met or exceeded the standard in English/language arts, 57% of the sixth graders met or exceeded the standard in mathematics, 43% of the sixth graders met or exceeded the standard in social studies, and 42% of the sixth graders met or exceeded the standard in science.
- One thousand seven hundred twenty-one seventh graders were administered the CRCT in reading, 1,716 one seventh graders were administered the CRCT in English/language arts, 1,720 seventh graders were administered the CRCT in math, and 1,704 seventh graders were administered the CRCT in science and social studies. Seventy-six percent of seventh graders met or exceeded the standard in reading, 83% of the seventh graders met or exceeded the standard in English/language arts, 72% of the seventh graders met or exceeded the standard in mathematics, 47% of the seventh graders met or exceeded the standard in social studies, and 54% of the seventh graders met or exceeded the standard in science.

- One thousand seven hundred forty-seven eighth graders were administered the CRCT in reading, 1,735 seventh graders were administered the CRCT in English/language arts, 1,737 seventh graders were administered the CRCT in math, 1,717 seventh graders were administered the CRCT in science, and 1,703 seventh graders were administered the CRCT in social studies. Eighty-eight percent of eighth graders met or exceeded the standard in reading, 85% of the eighth graders met or exceeded the standard in English/language arts, 58% of the eighth graders met or exceeded the standard in mathematics, 44% of the eighth graders met or exceeded the standard in social studies, and 39% of the eighth graders met or exceeded the standard in science.

A synopsis of the academic performance by ethnic subgroups revealed:

- The Asian subgroup, as measured by the CRCT, demonstrates consistently high achievement with 100% meeting or exceeding standards in the fifth grade reading and science and 100% meeting or exceeding standards in the seventh grade reading, English/language arts, and math. Eighty-five percent or more met or exceeded standards in most of the content areas at each grade level, with the exception of this group's science performance in third grade with 77% meeting or exceeding standards. The percentage of the Asian subgroup sixth graders meeting or exceeding standards in science was 81%, which is slightly lower than other grade levels. The sixth grade achievement in social studies of 77% is lower than other grade levels. Seventh grade data show a decline in performance in the content areas of science and social studies with 80% of students meeting or exceeding standards. Eighth grade achievement in science declined to 74% of students meeting or exceeding standards and 61% meeting or exceeding standards in social studies.
- The African-American (Black) subgroup, as measured by the CRCT, demonstrates inconsistent sub-average to average achievement (meeting and exceeding performance ranging from 71%–87%) in reading. The first and second grade achievement ranges from 80% meeting or exceeding to 82% percent meeting or exceeding in reading. This performance tapers off to 71-78% meeting or exceeding in reading for students in grades 3 – 5. The sixth and eighth grade performances rise to 79-87% meeting or exceeding, while the performance of the seventh graders in this subgroup declines to 73% meeting or exceeding. In English/language arts, this subgroup's performance in grades 1 – 8 is also characterized by sub-average to average performance, as the students' achievement ranges from 68% meeting or exceeding in first grade to 84% meeting or exceeding in eighth grade. The lowest performance in this content area is noted in grades 1 and 2, where 68% met or exceeded the standard. This subgroup's most apparent weaknesses are in mathematics, social studies, and science. The scores in first through third grades in mathematics range from 62% meeting or exceeding to 66% meeting or exceeding; they experience a decline in their performance in fourth grade (51% meeting or exceeding) and then regain in fifth grade, with 67% meeting or exceeding. The performance of the African-American subgroup declines in sixth to eighth grades; their math declined to 52% meeting or exceeding in sixth grade to 54% meeting or exceeding in eighth grade. The African-American subgroup's performance in social studies reflected a decline; their performance in this content area for third to eighth grades, ranges from 37% meeting or exceeding to 60% meeting or exceeding, respectively. In science, the African-American subgroup performance is 56% meeting or exceeding in third grade and declines to 49% meeting or exceeding in the fifth grade; this group's performance declines in sixth grade (34% meeting or exceeding) and continues to decline to 32% meeting or exceeding in eighth grade.
- The Hispanic subgroup, as measured by the CRCT, demonstrates consistent performance (meeting and exceeding performance ranging from 77-88%) in reading from grades 1 through 8. In English/language arts, this subgroup's achievement ranged from 71% meeting or exceeding to 88% meeting or exceeding. The math performance of the Hispanic subgroup demonstrates improvement in proficiency from grades 1 – 5, with performance ranging from 64-82% meeting or exceeding standards. In the sixth grade, only 64% of the population met or exceeded standards. At the seventh and eighth grade levels, this subgroup's performance has declined from 84% in grade 7 to 56% in grade 8 meeting or exceeding in mathematics. Social studies performance, for this subgroup, in grades 3 – 8 ranged from 42% - 83% meeting or exceeding the standards. The science achievement of the Hispanic population vacillates between each grade level third– eighth),

with its lowest performance in eighth grade at 32% meeting or exceeding to its highest achievement at third grade with 68% meeting or exceeding the standard.

- The Caucasian (White) subgroup, as measured by the CRCT, demonstrates consistently proficient to advanced achievement in the reading and English/language arts areas at all grade levels, as characterized by the range 87% – 96% meeting or exceeding the standards. The mathematics performance of this subgroup ranged from 74% meeting or exceeding in eighth grade to 94% meeting or exceeding the standards in second grade. Social studies and science performance ranged from 67% and 64% respectively in eighth grade to 91% and 92% in third grade.
- The multiracial subgroup, as measured by the CRCT, demonstrates fairly consistent and proficient performance in the area of reading. Achievement ranged from 77% - 95% meeting or exceeding in grades 1-8. Similarly, their performance in English/language arts was consistent, ranging from 74% - 95% meeting or exceeding in grades 1-8; the math performance of the multiracial subgroup demonstrates proficient to advanced levels of performance with students in grades 1 – 5 and 7. However, eighth grade performance was 43% meeting or exceeding the standard. The multiracial subgroup has inconsistent proficient to advanced performance in social studies, with meeting or exceeding percentages ranging from 50% - 76% in grades 3 – 8. The science performance of this subgroup mirrors that of social studies, ranging from 50% - 77% of the students meeting or exceeding the standard.
- In the 2008-09 school year, the Limited English Proficient (LEP) subgroup was less than 1% of the students tested in the district. The LEP subgroup, as measured by the CRCT, demonstrated the best ELA performance by students in grade 4. Ninety-one percent of the fourth grade LEP subgroup met or exceeded standards in ELA. The lowest performance across all grade levels in the ELA content area was seen at the sixth grade level, where 61% met or exceeded standards. In grades 1 through 4, the reading achievement of the LEP subgroup was consistently high with all percentages over 84. The reading achievement of this subgroup decreased in grades 5, 6, and 7 with met and exceeded percentages of 69%, 69%, and 64%, respectively. In grade 8, the ELA met and exceeded percentages did rebound to 83%. The Math performance of the LEP subgroup ranged from 70% to 83% for meet/exceed standards for all grade levels, with the exception of grade 6, where we observe a drop to 60%. In Science, this subgroup's academic performance ranged from a meet/exceed total of 33% in grade 8 to a meet/exceed total of 75% in grade 4. From the four grades reporting social studies scores, we find that our higher percentages for meet/exceed standards were in grade 3 (71%) and grade 4 (78%). The lowest performances were in grade 5 (meet/exceed 38%) and grade 8 (31%). From the reported EOCT scores, the LEP subgroup scored the highest on the Ninth Grade Literature test, with 64% meeting or exceeding standards. The lowest performances for this subgroup were on the Algebra and Geometry tests. No GHSGT scores were reported for the LEP subgroup since fewer than 10 students were tested.
- The Economically Disadvantaged subgroup, as measured by the CRCT, demonstrates consistent below average to average performance in reading, grades 1-8, where students fail to meet the Annual Measurable Objectives (AMO) at grades 3 - 5 and 7. In grades 1 – 2, 6, and 8, the meeting or exceeding achievement ranged between 77% and 80%. In English/language arts, the performance of this subgroup from grades 1 – 8 was pretty steady with meeting or exceeding standards ranges from 64% - 76%. The lowest performance for this subgroup was noted in grade 6, while their best performance was noted at grade 3. The content area of strength for this subgroup was social studies, as their performance enjoyed some stability from grades 3 – 8 with meeting or exceeding levels ranging from 73% - 81%. The content area that appears to pose the most difficulty for this subgroup was science. Their performance denotes severe at-risk tendencies in grades 6 – 8, with meeting or exceeding standard percentages ranging from 34% to 39% to 53 %, respectively. In grades 3-5, their performance was mediocre, ranging from 71% - 73% meeting or exceeding the standard.
- The Students with Disabilities (SWD) subgroup, as measured by the CRCT, indicates that while our county has made some progress over the last three years in some areas, the performance of

students with disabilities is still far below basic expectations for this subgroup. In particular, performance of our students with disabilities declined 4% in the area of reading for the first through eighth graders from FY09 to FY10.

As a result of the limited success that our students with disabilities have demonstrated, the BCSD has been selected by the Georgia Department of Education to participate in the Focused Monitoring process. This two year process will provide the system with an opportunity to closely examine the strengths and weaknesses of the current program. In comparison to 35 other similar size systems, performance of our students with disabilities is thirty-fourth in reading and thirty-second in math. From the system level to the student level, the BCSD and schools provide Individualized Education Plans (IEPs) for each student with a disability. These individual plans include annual goals for each student based on performance, in part, on the State assessments including the CRCTs, writing assessments, EOCT, and GHSGT. Furthermore, a wide range of individualized assessments is used to appropriately identify and monitor the progress of students with disabilities. For the students with significant cognitive disabilities, the Georgia Alternative Assessment is used to provide each student access to the general education curriculum, the Georgia Performance Standards (GPS), and an opportunity to be assessed on that curriculum.

The academic level of all students and subgroups on the Georgia High School Graduation Tests (GHSGT) for first time 11th grade students for the spring 2009 exam were analyzed and showed the following trends:

- Approximately 1175 first time 11th graders took the GHSGT in the areas of language arts, mathematics, science, and social studies. Eighty-six percent of all students met or exceeded the standard in language arts. Ninety percent of all students met or exceeded the standard in mathematics. Seventy-eight percent of all students met or exceeded the standard in science. Eighty percent of all students met the standard in social studies.
- The Asian subgroup, which consisted of approximately 78 students, scored consistently above the average for all students. Ninety-one percent met or exceeded the standard in language arts. Ninety-six percent met or exceeded the standard in mathematics. Eighty-seven percent of this subgroup met or exceeded the standard in science, and ninety-one percent met or exceeded the standard in social studies.
- The African-American subgroup, which consisted of approximately 857 students, scored consistently below the average for all students. Eighty-four percent met or exceeded the standard in language arts. Eighty-six percent met or exceeded the standard in mathematics. Seventy-one percent met or exceeded the standard in science. Seventy-six percent of this subgroup met or exceeded the standard in social studies.
- The Hispanic subgroup of approximately 21 students had results that were mixed compared to all students. Eighty-one percent met or exceeded the standard in language arts. Eighty-six percent met or exceeded the standard in mathematics. Seventy-nine percent met or exceeded the standard in science, which was slightly above the district average for all students. Eighty-five percent of this subgroup met or exceeded the standard, which was above the district average for all students.
- The Caucasian (White) subgroup of approximately 260 students exceeded the all-student average and scored the highest of any subgroup on all sections of the GHSGT. Ninety-eight percent met or exceeded the standard in language arts. Ninety-nine percent met or exceeded the standard in mathematics. Ninety-six percent met or exceeded the standard in science. Ninety-five percent of this subgroup met or exceeded the standard in social studies.
- The multiracial subgroup of approximately 12 students exceeded the all-student average in three out of four subject areas. This subgroup scored below the all-student average in language arts with eighty three percent meeting or exceeding the standard. Ninety-one percent met or exceeded the standard in mathematics. Ninety-two percent met or exceeded the standard in science. Eighty-four percent of this subgroup met or exceeded the standard in social studies.

- The students with disabilities subgroup performance was below the all-student group on all sections of the GHSGT. Thirty-three percent met or exceeded the standard in language arts. Forty-one percent met or exceeded the standard in mathematics. Thirty-five percent met or exceeded the standard in science. Thirty-two percent met or exceeded the standard in social studies.

The Georgia Writing Assessment data denote the current level of academic achievement for the BCSD students in grades 8 and 11 in the area of writing. The most recent Georgia High School Graduation Test (GHSGT) data are as follows.

The academic level of all students and subgroups on the End of Course Tests (EOCT) for high school students taking the following subjects during the 2008-09 school year were analyzed and showed the following trends.

Approximately 1910 students were administered the EOCT in Ninth Grade Literature with 63% meeting or exceeding the standard. Approximately 1166 students were administered the EOCT for American Literature with 81% meeting or exceeding the standard. Approximately 714 students were administered Algebra I with 22% meeting or exceeding the standard. There were approximately 1362 students taking the EOCT in geometry with 21% meeting or exceeding the standard. There were approximately 1345 students taking the EOCT in physical science with 46% meeting or exceeding the standard. Approximately 2115 students were administered the EOCT in biology with 38% meeting or exceeding the standard. Approximately 1384 students were administered the EOCT in U.S. History with 44% meeting or exceeding the standard. Approximately 1175 students were administered the EOCT in economics with 63% meeting or exceeding the standard.

There were approximately 24 students in the Asian subgroup for Ninth Grade Literature with 92% meeting or exceeding the standard. Approximately 16 Asian students were administered the EOCT in American Literature with 75% meeting or exceeding the standard. The Asian subgroup for Algebra I was below the reportable level threshold of 10 students. Approximately 12 Asian students were administered the EOCT in geometry with 41% meeting or exceeding the standard. Approximately 12 Asian students were administered the EOCT in physical science with 67% meeting or exceeding the standard. Approximately 36 Asian students were administered the EOCT in biology with 81% meeting or exceeding the standard. Approximately 26 Asian students were administered the EOCT in U.S. History with 61% meeting or exceeding the standard. Approximately 27 Asian students were administered the EOCT in Economics with 85% meeting or exceeding the standard.

- Approximately 1476 African-American students were administered the EOCT in Ninth Grade Literature with fifty-eight percent meeting or exceeding the standard. Approximately 887 African-American students were administered the EOCT in American Literature with 77% meeting or exceeding the standard. Approximately 576 African-American students were administered the EOCT in Algebra I with 18% meeting or exceeding the standard. Approximately 1061 African-American student were administered the EOCT in geometry with 15% meeting or exceeding the standard. Approximately 1095 African-American students were administered the EOCT in physical science with 41% meeting or exceeding the standard. Approximately 162 African-American students were administered the EOCT in biology with 31% meeting or exceeding the standard. Approximately 1022 African-American students were administered the EOCT in U.S. History with 34% percent meeting or exceeding the standard. Approximately 867 African-American students were administered the EOCT in Economics with 56% meeting or exceeding the standard.
- Approximately 27 Hispanic students were administered the EOCT in Ninth Grade Literature with 56% meeting or exceeding the standard. Approximately 23 Hispanic students were administered the EOCT in American Literature with 83% meeting or exceeding the standard. Approximately 15 Hispanic students were administered the EOCT in Algebra I with 13% meeting or exceeding the standard. Approximately 30 Hispanic students were administered the EOCT in geometry with 30% meeting or exceeding the standard. Approximately 17 Hispanic students were administered the EOCT in physical science with 58% meeting or exceeding the standard. Approximately 34 Hispanic students were administered the EOCT in biology with 33% meeting or exceeding the standard.

Approximately 26 Hispanic students were administered the EOCT in U.S. History with 54% meeting or exceeding the standard. Approximately 13 Hispanic students were administered the EOCT in economics with 46% meeting or exceeding the standard.

- Approximately 364 Caucasian (White) students were administered the EOCT in Ninth Grade Literature with 79% percent meeting or exceeding the standard. Approximately 223 Caucasian students were administered the EOCT in American Literature with 96% meeting or exceeding the standard. Approximately 113 Caucasian students were administered the EOCT in Algebra I with 37% meeting or exceeding the standard. Approximately 246 Caucasian students were administered the EOCT in geometry with 41% meeting or exceeding the standard. Approximately 205 Caucasian students were administered the EOCT in physical science with 69% meeting or exceeding the standard. Approximately 400 Caucasian students were administered the EOCT in biology with 64% meeting or exceeding the standard. Approximately 296 Caucasian students were administered the EOCT in U.S. History with 74% meeting or exceeding the standard. Approximately 254 Caucasian students were administered the EOCT in economics with 80% meeting or exceeding the standard.
- Approximately 18 multiracial students were administered the EOCT in Ninth Grade Literature with 84% meeting or exceeding the standard. Approximately 16 multiracial students were administered the EOCT in American Literature with 81% meeting or exceeding the standard. The multiracial subgroup for Algebra I was below the reportable level threshold of 10 students. Approximately 12 multiracial students were administered the EOCT in geometry with 8% meeting or exceeding the standard. Approximately 14 multiracial students were administered the EOCT in physical science with 50% meeting or exceeding the standard. Approximately 24 multiracial students were administered the EOCT in biology with 67% meeting or exceeding the standard. Approximately 13 multiracial students were administered the EOCT in U.S. History with 61% meeting or exceeding the standard. Approximately 11 multiracial students were administered the EOCT in economics with 63% meeting or exceeding the standard.
- Approximately 167 students with disabilities (SWD) were administered the EOCT in Ninth Grade Literature with 23% meeting or exceeding the standard. Approximately 61 SWD students were administered the EOCT in American Literature with 39% percent meeting or exceeding the standard. Approximately 90 SWD students were administered the EOCT in Algebra I with 10% meeting or exceeding the standard. Approximately 87 SWD students were administered the EOCT in geometry with .6% meeting or exceeding the standard. Approximately 94 SWD students were administered the EOCT in physical science with 31% meeting or exceeding the standard. Approximately 175 SWD students were administered the EOCT in biology with 38% meeting or exceeding the standard. Approximately 51 SWD students were administered the ECOCT in U.S. History with 44% meeting or exceeding the standard. Approximately 38 SWD students were administered the EOCT in economics with 37% meeting or exceeding the standard.

The next step in the analysis of data included finding answers to the following probing questions from the "Seven Key Elements" process for analyzing data. The Seven Key Elements are:

1. Policies and Procedures are aligned to improving student achievement.
 - What are the barriers to improving student achievement?
 - Identify any policies or practices at the system or school level that might be the cause of the barriers.
2. Leadership assignments are considered and leadership development needed for both administrators and teachers is provided.
 - To what extent is the school leadership knowledgeable about curriculum, instruction, assessment, and the change process?
 - What role does the principal play in instruction?
 - What leadership development is needed and for whom?

3. Teacher Qualifications are analyzed and action steps are taken to assure all staff are highly qualified and effective.

- Are all teachers highly qualified and effective?
- If not, what steps should be taken to ensure all staff members are highly qualified?
- How do the results of student assessment reflect quality instruction?
- What steps should be taken to improve instructional quality and ensure that all staff members are effective?
- What professional learning and support are needed and for whom?

4. System Support is significant and demonstrated for planning and implementation.

- To what extent has the system been part of the planning process?
- What are the provisions for system support during implementation?

5. Decision Making Model utilized is results-oriented and makes provisions for participation of stakeholders.

- How does the school-level model reflect participation of teachers, parents, community, and students?
- How are decisions made, and how are results used to inform decision making?

6. Allocation of Resources ensures that time, space, money, and personnel are utilized effectively and are focused on improving student achievement.

- How are funds allocated in accordance with the improvement plan?
- How does the school/system schedule contribute to or detract from student learning?
- Could staff assignments be utilized more effectively to accomplish the goals?

7. Need for Change establishes an understanding among stakeholders of the sense of urgency.

- Which stakeholders are not committed to the need for change?
- What steps need to be taken to ensure full support for the change process by parents, students, teachers, and community members?

As a result of investigating the aforementioned queries, the BCSD planning team identified and prioritized interventions and actions that offered the most promise for mitigating the academic deficiencies noted within the county.

Step 6: The BCSD planning team resolved to target three goals for improvement, which are aligned with the three ESEA goals listed below.

- Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 2: All students will be taught by highly qualified teachers.
- Performance Goal 3: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Annual Needs Assessment:

The BCSD has a process, for determining needs of schools and departments, which includes a focus on ensuring a highly qualified teacher and paraprofessional in each classroom. Annually, this process begins with the distribution of a needs assessment document which requests school and department priorities based on the school's improvement plan. District and school data about teacher qualifications (Highly Qualified or HiQ), teacher equity, and retention are shared with each principal and with the Professional Learning Advisory Council. Each school and department creates a plan for the year based on these data. The plan requires information about the district strategic objective being addressed, the proposed strategy/activity, a timeline, and a list of budget needs. Budgets for schools and departments are determined based on the requests identified in the needs assessment.

Sources of Data for Prioritizing Needs:

The main sources of data for prioritizing needs are district and school improvement plans and information provided by the Georgia Professional Standards Commission (GAPSC) on teacher qualifications and equity. Each school is required to analyze these data and to develop a plan for improvement. The BCSD uses information from surveys to determine needs. We have administered the Quality Learning and Teaching Environment (QLTE) Survey to all employees and have three years of trend data. The QLTE survey elicits information, from all administrators, teachers, and paraprofessionals in the district, concerning five areas: Leadership, Empowerment, Facility, Time, and Professional Development. Information gathered from the QLTE survey is used to assist with strategies for the retention of teachers in the district.

List of Prioritized Needs:

District personnel review data from the HiQ report and system data on teacher quality and equity. Information has been shared with schools and departments about the expectations for 100% of teachers and paraprofessionals to meet HiQ requirements. The district has developed a recruitment plan and a retention plan based on identified needs.

Prioritized needs include:

- Teacher recruitment
- Teacher retention
- Literacy instruction
- Mathematics instruction
- Standards-based Instruction
- Assessment
- Induction
- Diversity training for schools in need of improvement
- Student discipline, including Character Education
- Graduation Rate

The system continues the mentoring focus and provides incentives for teachers to mentor at their school. The system provides funding to schools that may be used to reimburse teachers and/or paraprofessionals for funds required to meet HiQ requirements, for incentives related to the retention of teachers, and for providing for professional development to improve teacher knowledge and skills. In order to ensure that there is an effective teacher in every classroom, each teacher has an Individual Growth Plan. The Individual Growth Plan includes a reflection on practice and specific strategies for any needed improvements. Administrators will review equity data for teacher experience and teacher quality annually. A plan will be developed for schools in which the data indicate the need for improvement. Administrators and central office personnel will monitor the data to ensure improvement in the subsequent year.

Data used to determine student academic needs include performance objectives in the areas of math, language arts, science, and social studies. Data are collected for each grade and each teacher for the entire class and for subgroups. Results are used to determine action steps needed to meet required targets. At the school level, school data trends provide information and require school faculties to set targets in order to achieve the AMO content proficiency targets. Strategies and initiatives are recorded in school improvement plans for each school and for the system. Subgroup data and targets are identified, and strategies are reviewed to determine their effectiveness at improving student achievement in the targeted areas for improvement. These data include information related to school safety, drug abuse, and violence, such as: discipline data, attendance rates, evidentiary referrals, alternative school placement, and students involved with the Juvenile Justice System.

Based on the results of data related to school safety, drug abuse and violence, our district is piloting a program to place parole officers in two middle schools to monitor students and to provide intervention to students with high incidences of discipline referrals. The district is in a partnership with the Bibb County

Police Department to address truancy in middle and high schools. Plans for monitoring and evaluation contain elements of both formative and summative evaluation for the intervention process and for the results of the intervention. Bibb County schools are using data collected from the administration of the PRIDE Survey to determine the needs of all students in the areas of safety, drug abuse, and violence. Data show an increase in tobacco and alcohol use. The data reflect an overwhelming theme of a drastic increase in drug use between the middle and high school years. The data show a limited amount of discussion by teachers on the dangers of drug use and that the most common places for drug use are at a friend's house or at home. The data indicate a need for (a) more education on tobacco and alcohol use, particularly in the eighth grade; and (b) more parental awareness on the use of drugs and the location of drug use.

2. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part D; Title III; IDEA; EHCY

A description of high-quality student academic assessments that the LEA and schools will use:

- a. To determine the success of children in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards;**
- b. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State student achievement academic standards and do well in the local curriculum;**
- c. To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;**
- d. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.**

The Bibb County School District (BCSD) uses a number of high quality academic assessments. The district uses a universal screener to review student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks. To inform teachers, parents, and students; to assist in diagnosis, teaching, and learning in the classroom; and to determine what revisions are needed the following high-quality academic assessments are used:

- State required assessments
- Benchmark tests – The BCSD purchased a test development and data management software program to allow the district to develop tests aligned to the GPS for all core subject areas.
- A universal screener, Aimsweb, was purchased to provide the data necessary to compare student achievement in reading and mathematics to the school and national data and to progress monitor students who are being served in the RTi process.
- Teacher made tests/rubrics – Teachers are trained in the use of formative and summative assessments. Teams of teachers are working to create instructional tests and rubrics that target essential standards and drive instructional practices.
- For students with continued academic problems who are referred to special education by the Response to Intervention/Student Support Team (SST), a comprehensive educational evaluation is conducted within the timeline defined by IDEA. The comprehensive educational evaluation will provide sufficient data to:
 1. Determine if the student is a student with a disability
 2. Document how the disability affects the student's academic and/or behavioral performance in school
 3. Provide for development of an IEP, if necessary

- A reevaluation of SWDs is done at least every three years to determine continued eligibility and to identify current needs.
- Data from computerized programs such as Orchard, Study Island, USA Test Prep, Education 2020, Aimsweb, and SuccessMaker are used to prescribe instruction to assure that students are learning the grade level GPS.
 1. Orchard (elementary and middle) - A software program that provides assessment, remediation, and reassessment to measure educational gains.
 2. SuccessMaker (Title I elementary and middle schools) – An educational system designed to enhance student learning and to support classroom instruction by enabling each student to work on topics appropriate to her or his current understanding of the curriculum and providing the classroom teacher with information about the status, rate of progress, and areas of difficulty of individual students and groups of students.
 3. Using Title I ARRA funds, the system purchased a web-based curriculum delivery software program to be used for credit recovery.

To identify students who have difficulty reading:

- Elementary teachers, including all Special Education, are being trained in Running Records.
- The Diagnostic Reading Assessment (DRA) is used as a diagnostic instrument in grade K-5.
- Aimsweb probes are used as a universal screener for students in first through ninth grades. Students are assessed for fluency and comprehension.

The Home Language Survey is a part of each school's registration protocols; students are identified swiftly and if qualified, receive ESOL services to assist students to develop proficiency with the English language.

The BCSD has pursued an ambitious project to return many students with disabilities to their home schools. In the past the students were transported to different schools based on their disability, such as EBD, LD or MiID. By returning students to their neighborhood schools, the district is also implementing sweeping changes to provide many more inclusive environments and opportunities for students with disabilities to be educated in the least restrictive environment possible in the general education setting. Hence, many more students with disabilities than ever before will have access to the general education curriculum and interventions indicated above.

The BCSD students are informed of their progress on academic assessments using a variety of means of communication.

- The BCSD adopted the 8 Step Process, which uses a plan-do-check-act process, for improving student achievement. One of the 8 Step strategies for including students in school assessment is through the use of Test Talks. Each Bibb County school conducts test talks with their students. During the test talk sessions, they are taught how to read and understand their standardized test results, how to identify areas of strength and weakness, how to select goals for improvement, how to prioritize those goals, multiple test taking strategies are shared, and students use those strategies in their personalized action plan for improving their performance in each content area.
- Bibb County schools display their school data in public areas of the school for students, parents, teachers, and the community.
- The schools communicate progress to teachers, parents, students, and the local community through the system and school level websites, which provide a link to the Office of Student Achievement website. The school system also shares information with students, parents, and the

community through its own television channel, Channel 17, which is available to all parents who subscribe to Cox Cable.

- Interpreters are provided for non-English speaking parents at meetings and other Title I and school functions. The district has several talk systems which allow multiple interpreters to speak simultaneously.
- The Bibb County Title I Office collaborates with the Bibb County schools to facilitate a parent, student, and school community information meeting at each school site during the first two weeks of the opening of school. The Title I Office representatives and school principal share the school's progress toward meeting Adequate Yearly Progress (AYP) and the technical assistance the Title I Office will provide the school to assist in meeting the state's AMOs. The principal and/or designee share the school's plan for enhancing the quality of education the students receive. Additionally, the school's testing coordinator and home school facilitator share the resources available in the parent resource center that are tailored to helping parents find meaningful ways to support their student in the school and home environments.
- At the Parent/Teacher Resource Center, the program, Imagine Learning, is available to assist parents with language acquisition.
- The BCSD parents are informed of their child/children's progress on benchmark tests, teacher made assessments, and tests via teacher feedback and commentary, weekly papers, parent conferences, RTi, IAP and IEP meetings, and through the web-based program, Parent Connect, which allows parents more frequent access and tracking of students' performance from their home personal computers.
- The BCSD Office of Assessment and Accountability provides each Bibb County school with a CD of its standardized test results. School principals work with school system and Middle GA RESA data analysis specialists to synthesize and report the data in a more user friendly manner, such as merging Infinite Campus data with standardized test data to provide teachers with a profile of their classes at the outset of the year and providing detailed information on the strengths and weaknesses of content area domains.
- Within 10 days of the receipt of the students' standardized test results, Bibb County schools send, by student and/or mail, student score reports to parents. A cover letter, that denotes the name of the standardized test, explains its purpose, provides suggestions for parents to help students at home, and solicits parent feedback and/or concerns, is attached to the standardized test results.

3. Title I, Part A; Title I, Part C; Title I, Part D; IDEA; EHCY

A description of how the LEA will participate, if selected, in the State National Assessment of Educational Progress in fourth and eighth grade reading and mathematics of the National Education Statistics Act of 1994 and how the results will be used in the local educational agency.

Bibb County will participate in National Assessment of Educational Progress in fourth and eighth grade reading and mathematics, if selected. Our school district will use results, along with other data, in the planning process to determine the professional development focus and to make revisions to instructional processes.

4. Title II, Part D; E-Rate

A description of strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways.

The primary means of communicating information to the public is through the Internet, school level parent-teacher organizations, and the local media. Since many parents and community members are accessing

the district's website, it is imperative that the data be updated weekly and be presented in a readable format. The district's webmaster, in coordination with the Assistant Superintendent of Technology Services, provides this service. Over 4,000 parents currently utilize the parent portal, which provides real-time access to student grades, assignments, absences/tardies, and behavior referrals.

District level emphasis will continue to be placed on assisting parents and students with home access to the Internet based Georgia Online Assessment System, in preparation for state tests, such as the CRCT and EOCT. The district's website is updated daily to provide teachers, students, and parents additional high quality resources to support and enrich the curriculum. These resources will be shared with parents during Open House, Parent/Teacher Organization meetings, parent conferences, and community events such as CODE MED, the Bibb County Technology Fair, and Title I parent meetings.

System results on state tests will be posted in local print media and provided on the district website. The district has partnered with a local college to assist in evaluating current teacher and student use of technology in the classroom. This information will be used to monitor, evaluate, and revise the current 21st Century Collaborative Classroom implementation plan. Findings and strategies from this endeavor will be posted on the district Intranet for review by all system stakeholders.

Additionally, all teachers and administrators will be provided an e-mail account in an effort to facilitate communication between home and school. Secondary students will be granted limited email privileges allowing them to communicate electronically with teachers and classmates in a controlled environment, while providing an avenue for students to request individual assistance. The district currently posts student work on each school's website and will continue to encourage each teacher to maintain a webpage. The technology specialists will provide the evaluation results, from additional surveys collected from students and teachers, to the webmaster for posting. Our intent is to publicize all data collected to indicate district progress.

Communication and Marketing Plan:

The Department of Community Affairs uses several media to communicate with the community and public including: a district-owned television station, the district WebPages, printed materials, CDs and magazine/newspaper articles. The district also utilizes a web-creation tool that enables all employees to create individual WebPages. The teachers have created pages for communicating with parents and students; principals use pages to communicate with faculty and staff; schools use WebPages to communicate with the public and community; and Board members communicate with stakeholders using web-based dialogue.

A parent notification system was installed in August of 2009. The application is used for:

- Parent communication from schools including absences, tardies, announcements, reminders and invitations
- Parent communication from the district including school lockdowns, closures, emergencies as well as announcements, reminders and invitations
- Employee communication from the district including school closures and emergencies

The district uses an interface to the student information system that provides parent access to grades and discipline data. The main school page provides school start times, the student code of conduct, school finder for locating the school to attend based on the address, and many other standard documents of interest to stakeholders.

For the past nine years the district has hosted a local student technology fair. In 2010, over 600 students participated. This event used more than 70 community and business leaders as judges and generated over \$15,000 in donations for food and prizes for students. This event has become extremely effective at bringing students, teachers, and the community together. Bibb County sent the second largest group, with Fulton County being the largest, of students to the State Technology Fair. Sixty-two percent of the 45 students that attended placed first, second, or third. The fair has become so successful that the State

Technology Fair was hosted by the BCSD for the first time this year and will be hosted by BCSD again in 2011.

Technology Services plays an integral role in the strategic planning for the district. The creation of the Consolidated School Improvement Plan includes components that require the integration of technology services. In Bibb County, Media Services fall under Technology Services, which means daily interaction with the media specialists. As a result, technology is integrated into monthly media meetings and quarterly Media/Technology committee meetings.

The Assistant Superintendent of Information Systems meets weekly as a member of the Superintendent's Cabinet, which includes the assistant superintendents and Directors for Instruction, Title I, Special Education, Professional Development, ESL, Assessment and Accountability, and Social Services. This provides the opportunity for issues to be addressed and for integral planning to occur.

5. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA

A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards. The description must include the following:

- a. Specific mention of disadvantaged students, migrant students, limited English proficient students, and students with disabilities.**
- b. Specific steps the LEA will take to ensure that all students and teachers have increased access to technology.**
- c. Specific steps on how the LEA will utilize available funds to support after school programs (including before and after school and summer school) and school-year extension programs.**

The Bibb County School District (BCSD) provides additional educational assistance to individual students, including disadvantaged, migrant, limited English proficient, and students with disabilities assessed as needing help in meeting the State's challenging student academic achievement standards through the coordination of financial resources. Instructional Coaches are assigned to all elementary schools to assist with the training and implementation of Balanced Literacy. Performance Learning Coaches are assigned to all Title I schools in the district to promote improved school performance through collaboration of teachers, administrators, parents, and students to determine best practices to continually improve processes to support the learning and achievement of all students.

Special education lead teachers are assigned at each of the schools to provide direct support and professional learning for the school staff on differentiated learning and inclusive services. Special education services in Bibb County have dramatically increased providing interventions within the regular classroom through co-teaching experiences and supportive instruction with paraprofessionals. One of the secondary benefits of serving students within the general education classroom is the provision of interventions to students who are performing below grade level but are not identified as having a disability. Many students benefit from the collaborative teaching interventions and extended learning opportunities beyond the regular school day. Because a disproportionate number of Bibb County students have been identified as students with disabilities, the system is required to allocate 15% of the IDEA flow through funds on Early Intervention Services (EIS). Part of the district's plan is to use diagnosticians that are clustered throughout the district to use the Response to Intervention (RTi) model to provide tier 2 and 3 services to students who are identified as needing additional services including standard protocols for basic reading, math deficits, and positive behavior supports.

The district implements courses to assist students who are at risk for not meeting the state's challenging academic achievement standards. The RTi process is utilized to screen students to identify those at risk for school failure using Aimsweb universal screener and to provide individualized instructional interventions. Teachers incorporate the 8-Step Process, Closing the Achievement Gap (CTAG), into their instruction to

introduce standards, assess students' progress, and, if applicable, re-teach content for mastery. System-wide benchmark assessments are administered in October and February to students in grades 1-10 to monitor students' mastery of state standards. Benchmarks provide information to target deficiencies which can be addressed by specific content related instruction. Specific schools have been identified, based on CRCT data, to participate in a pilot reading program, Story Town by Harcourt, at the elementary level. The Education 2020 web-based program was purchased for the Credit Recovery Program, and School Improvement Grants are being implemented to support at risk students at the high school level.

The district works very closely with the Macon ETC to provide 21st century technology training to teachers. The ETC has provided instructors at schools and in training labs in the district to train teachers and technology specialists on application and integration strategies. Students utilize technology on a daily basis through their classroom instruction and lab work. Students utilize software programs aligned to State Standards to introduce, practice, and remediate skills associated with the standards. Software programs vary from school to school, based on the students' needs, and the programs include: SuccessMaker and Skills Tutor (elementary and middle school level), Fast ForWord (middle school level), and Cognitive Tutor, Education 2020 and Read 180 (high school level).

The district allows Title I schools to utilize their allocated Title I funds to provide extended learning opportunities beyond the regular school day to at risk students through before and after school tutorial programs. Elementary and Middle Schools implement Spring Intervention Programs after the first administration of the state assessments to target standards based on prior test data, report card grades, 8 Step mini-assessments, benchmarks, and computer generated SuccessMaker and Fast ForWord reports. Summer School is held for high school students to repeat courses that were not mastered during the school year. Summer programs that are aligned to GPS and state assessments are provided for ESOL and migrant students.

6. Professional Learning; Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title V; Title VI, Part B; IDEA

A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, V, VI, Part B, Perkins, and IDEA to provide professional learning on the integration of technology into the curriculum and instruction to improve and support teaching, learning, and technology literacy. The description should include purchasing technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.

Professional learning opportunities are available to district personnel to assist them in the development of technology integration skills. Over 80% of Bibb County teachers have completed InTech, MediaTech, AdmInTech, GPAT, Teachers Discovering Computers, or other technology integration classes approved by the Professional Standards Commission. The district continues to offer day and evening classes that focus on productivity and instructional software, while modeling the appropriate use of 21st Century Classroom tools. Teachers are encouraged to attend technology integration classes available through the Macon State College ETC and to attend the Georgia Educational Technology Consortium Conference to learn new integration strategies. As part of the 21st Century Classroom implementation plan, vendors will provide how-to training followed by integration workshops for interactive slates, whiteboards, laptops, and tablet PCs. AssessOnline has been administered on each campus for certificated and non-certificated personnel. Printed copies of each participant's results are placed in a notebook and school based technology specialists meet with teachers for 30 minutes each week to provide individual and small group training specific to the needs of each participant based on individual AssessOnline results. LoTi Survey results will be used to determine teachers' current level of technology integration and to provide a basis for teachers developing personal technology integration goals.

School-based technology specialists, in Title I schools, provide additional sessions to integrate instructional technology, as these schools have technology resources that supplement their regular programs. These goals and evidence of progress (documented in an electronic portfolio) will be reviewed by administrators with teachers at the end of each academic year. School based technology specialists are available to assist

teachers as they work with students to integrate technology into the curriculum. Technology specialist teams and teachers research integration strategies, locate Internet resources, and master the operation of 21st Century Classroom tools such as tablet/PCs, document cameras, interactive whiteboards/slides, and mobile wireless carts. As part of the 21st Century Classroom implementation plan, Bibb County plans to partner with Macon State ETC to schedule expert staff to visit each high school campus and model curriculum specific technology integration lessons for teachers.

Title V, Part A and Title II, Part D funds will be used to provide continued professional learning opportunities of instructional staff. ELOST funds will be used to provide workshops to teachers for the purpose of building skills needed to seamlessly integrate 21st Century Classroom technology into the curriculum. Special education funding will be used to support ongoing training for teachers of students with disabilities requiring adaptive devices. The special education program has committed resources and support to greatly enhance the integration of technology into the classroom and support teaching and technology literacy. To implement the Georgia Alternate Assessment program for the significantly cognitively disabled students, the teachers are required to maintain a portfolio of behavioral samples taken by digital cameras, still and video. These staff members across the district will be trained in utilizing the cameras, archiving the information digitally on their computers, and generating required documentation, including CDs, with data for submission to the assessment vendor for this state-wide project.

An additional initiative in the special education department is the empowerment of the special education lead teachers at each of the schools to generate digital, individualized education plans (IEPs) for each of the students with disabilities at the time of the placement meetings. Laptop computers have been purchased for each of the lead teachers. Furthermore, scanner/faxes were purchased to allow the special education department at each school to digitize student work samples and attach them, email them, and archive them efficiently. To assist in the easy transmission and transfer of data, thumb drives were purchased for every teacher of exceptional students. The BCSD has implemented the use of a database for the special education students that will maximize efficiency and increase the reliability of the data that is kept on every student with a disability.

IDEA funds will be used to support ongoing training for teachers in choosing and utilizing appropriate assistive technology to enable SWDs to gain access and make progress in the general curriculum. Professional development activities will also be provided with IDEA funds to address the use of various types of technology in classrooms to document student progress (digital cameras, spreadsheets, digitizing work samples, etc.). Special education funds will be allocated to provide additional technology to classrooms to allow availability of specialized instructional software programs for SWD as identified in their IEPs.

ARRA funds were used to purchase a web based curriculum delivery system, E2020, which is used in each high school. Title I ARRA funds provided each high school with a teacher to work in an Achievement Center classroom with students who were behind in credits. The students access the curriculum software program to recover credits toward graduation. In addition this software is used in after school programs for credit recovery, GHSGT preparation, and remediation.

7. Title II, Part D

A description of how the LEA is addressing eighth grade technology literacy by including:

Evidence of the tools or strategies used to determine an estimation of student technology literacy at all grade levels (or bands of grade levels, such as PreK-second, 3rd-5th, 6th-eighth, ninth-12th; An estimation of the students' school-based experiences with developing technology skills and technology literacy at all grade levels (or bands of grade levels); Evidence of the tools or strategies the system is implementing to ensure that all students are technologically literate by the end of eighth grade.

The Bibb County School District (BCSD) addresses technology literacy as follows:

1. In 2010, the District purchased the 21st Century Skills Assessment application which will be administered to all students and faculty in October. The results will be used to determine how the District needs to infuse

technology deeper into the learning process. School based technology specialists have researched technology literacy resources for teachers using the Georgia Learning Connection (www.glc.k12.ga.us) and other educational resources. These resources will be updated on an ongoing basis and provided to teachers via the Internet. Proficiency will be determined by teacher observation, product summary, and checklist. Eighth grade students will be administered the NETS Online Technology Assessment, and the printed results will be placed in their portfolios. The technology specialists in each school work with teachers to determine that in elementary schools, students have shown a basic understanding of word processing, basic internet search skills, multimedia software use, and show proficiency in identifying and using appropriately most hardware and software provided at each school.

2. A survey of lesson plans stored on each school's server indicated that teachers are comfortable with word processing and multimedia application software but show a reluctance to share skills in the areas of spreadsheet and database applications. It has been determined that the following areas need to be addressed during the next three years:

- Students lack basic keyboarding skills. The district has installed a keyboarding application which will be used in the classroom.
- Teachers and students alike show a basic knowledge of research skills but are prone to using "Google" as the research tool, instead of other applications such as Galileo, WorldBook OnLine, Nettekker, and the Library of Congress. The district will train students on the complex research skills of locating, analyzing, synthesizing, evaluating, applying, and communicating information.
- Creation and updating of school web pages
- Creation, management, and utilization of database and spreadsheet tools and applications - Students have a working knowledge of word processing applications and the function thereof but lack skills in database and spreadsheet applications.

3. After reviewing school inventories and compiling data, it was determined that elementary schools had more hardware in place than middle and high schools. Instructional and administrative software was available across all curriculum areas and grade levels.

- We currently have a total of over 15,000 computers in our classrooms and computer labs, however, only 15% are considered modern by DOE standards.
- SPLOST funding will be used to provide an individual device to each student, teacher, and administrator over the next five years.
- Every middle and high school classroom, along with 4 elementary schools, has 21st century technology in the classroom, including a tablet, digital slate, document camera, TV tuner, mounted projector, and a plethora of applications for creating lesson plans and content.
- Every middle and high school also has portable laptop carts with 30 devices. These laptops are used to assist students in developing technology literacy in: basic operations and concepts; social, ethical, and human issues; and technology productivity tools.

8. Professional Learning; All federal programs; E-Rate

A description of how the local educational agency will ensure that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools. Where applicable include how the practices and products will impact student technology literacy.

The BCSD has a number of initiatives, mainly in literacy and mathematics for grades K - 12. The system has a process for identifying, selecting, and purchasing instructional materials for these initiatives and

others implemented in the system. The system selects programs and initiatives based on proven records of student achievement using documentation from other systems. Bibb County also conducts research on these initiatives and tracks student academic achievement in the areas of reading, writing, and mathematics over a period of time. We have established baseline data and track progress toward our AMO targets for three years for these areas and will determine the effectiveness of these initiatives with these data. Schools are required to implement the initiatives fully with all teachers implementing the initiatives system-wide. If a school wishes to purchase another program or other supplementary material, they must submit, to Teaching and Learning and/or Professional Learning (PL), a detailed description of the materials requested to meet the requirements for the improvement of student achievement.

We strive to train all K–5 teachers in the literacy strategies and are currently working to ensure that they are fully implementing the strategies in their classrooms. The implementation of the strategies is monitored by administrators and instructional coaches at the school level and by the district coordinator of the literacy program. Because our school district has a large student mobility from school to school, we have implemented selected initiatives system-wide. Therefore, all teachers are provided with an initial training session, which is continued with follow-up training throughout the year. In the area of literacy we have not only provided training, but we also have provided coaches for each elementary school to assist teachers in program implementation. These coaches have specialized training in order to be able to embed the information more deeply within classroom instruction.

The system also wrote implementation rubrics that provide specific information about levels of performance for classroom implementation. These implementation rubrics provide the teacher, administrator, and coach with an assessment for classroom practice. The BCSD has a process in place for identifying, selecting, and purchasing resources. All resources must have documentation as research-based with a proven track record of performance. We are currently using demonstration sites and model schools to pilot programs to ensure their effectiveness in achieving the required performance. Each of the initiatives that we are currently using in the system is based on scientifically-based practices with proven results that will assist us in achieving our system's goals. In order to ensure that schools are purchasing research-based products we provide information to our system's Professional Development Advisory Council and Professional Development Director for their review. Technical assistance is provided to schools through the advisory group. The advisory council members receive special training in the models of professional development and how to make decisions about programs that align with the GPS standards. They also make requests to the department about information they need in order to successfully provide professional learning to schools.

The PL Department staff often attends faculty meetings to provide additional information about standards-based classrooms and the implementation of the system initiatives. This group serves as the conduit for sharing information about professional learning with others in the system. This group also provides information to the PL Department about needs of the school. They do this by submitting a needs assessment and requests for programs that align with the goals of the school. These needs and programs are in addition to those offered by the system. Funds are provided to each school and department in order to facilitate the professional development needed at a school site.

The professional development of the system is focused on the implementation and creation of a standards-based classroom. Our professional learning is focused on and aligned with practices that target GPS. The professional learning coordinated at the system and school levels meets rigorous criteria that have been documented to help teachers target practices that meet the standards of their subject area/grade level and that are aligned with becoming a standards-based classroom. This focus is aligned with national and state criteria. Our training includes information about GPS standards, assessments (Assessment for Learning), and differentiated instruction (including Inclusion). This focus will continue as we aim to achieve our system's belief of Achievement and Performance for all children, in all classrooms, and in all schools. Our training begins with an awareness session for teachers and administrators and continues throughout the next year with follow-up sessions to determine levels of implementation and needs for additional training. We follow a plan-do-check-act cycle to assess progress in the implementation of the training. With our balanced literacy implementation, we have on-site instructional coaches who receive specialized training in the coaching technique. They use their coaching skills to provide teachers with job-embedded sessions,

where they provide modeling of the balanced literacy strategy. They are on-site and are able to assist teachers when they need specific information. They are able to assist the teachers during class time, through modeling, or during planning time.

The special education program is focusing on two system-wide initiatives for professional learning: least restrictive environment for students with disabilities and differentiating learning for all students. Professional learning in the area of least restrictive environment will focus on implementing co-teaching and supportive instruction and will include workshop type presentations and instructional coaching, in the classroom observations and feedback, and visits to successful programs. To supplement the implementation of co-teaching in the schools, teachers will receive differentiated learning training through outside workshops and whole faculty study groups. Funds from Title IV, Part A, Safe and Drug-Free Schools, are spent on school system adopted curriculum that is scientifically based and shown to be effective in preventing violence and drug and alcohol abuse among students. Currently, the system provides training and curriculum to teachers and students using Too Good for Drugs and Too Good for Violence for elementary, middle, and high school students. In addition, the Campus Police Department is utilizing devices to quickly access student data and other information in working with the students and school administrators.

The district works very closely with the Macon ETC to provide 21st century technology training to teachers. The center has also hosted many sessions this year provided by publishers such as Promethean and SchoolWires. The ETC has provided instructors at schools and in training labs in the district to train teachers and technology specialists on application and integration strategies.

Bibb County also partnered with the ETC and developed a 40 hour/4 PLU class designed to model the effective integration of Bibb County 21st Century Classroom technology tools. For individuals who are comfortable using technology in the classroom, and whose students regularly use technology in the classroom, the *Technology Integration Implementation Plan* is still an option for demonstrating technology integration proficiency for ILP purposes.

Training has been provided at 21st Century schools this year for PLU credit. Over 200 teachers received credit for Professional Development classes offered directly at the schools. All course registration is available electronically through an automated registration application. Training is available for district applications at the three training labs as indicated in the chart below.

<u>Course category</u>	<u>Training provider</u>
21st Century Classroom	Technology Services, ETC
Curriculum applications	Technology Services, ETC
Electronic mail	Technology Services
Human Resources/Finance	Human Resources/Finance
Integration strategies	Technology Services, ETC
Maintenance/trouble ticket issuance	Media Specialists
Productivity	Technology Services
School Nutrition	SN Director
SIS, attendance, grading	Technology Services
Special Education	Technology Services, Spec Ed Dir
VOIP phones	Technology Services
Web page creation	Technology Services, SchoolWires

It has been recommended by the Technology Plan Committee that an Administrator Technology Strand be developed that includes topics such as:

- Using the Internet effectively
- Tablet handwriting and note-taking skills
- Assessment of teacher technology integration
- Advanced application training (*Word, Excel, PowerPoint*)
- Infusing technology into the curriculum

The special education department is focusing on continued improvement in the implementation of effective co-teaching within classrooms, differentiated instruction, progress monitoring, transition planning, parent engagement in the IEP process, and efficient management of data. These areas of focus require the use of various technology and technological tools, such as, data management system, e-walk observation tool, web-based progress monitoring, and assessments. Professional learning in these areas will be provided, and implementation of the evidence based practices will be monitored and coached.

9. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA, EHCY

A description of how the LEA will use federal funds to coordinate and integrate services with other educational services at the LEA or individual school level such as:

Technology, professional learning, curriculum, media, Title I, special education, and ELL programs; Even Start, Head Start, Reading First, Early Reading First, IDEA preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs;

Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

The Bibb County School District (BCSD) will use federal funds to coordinate and integrate services with other educational services as described below.

1. Staff responsible for technology, professional learning, curriculum, media, Title I, special education, and ELL programs will work with other district staff to define how each program's resources will supplement system efforts to meet system performance objectives in the areas of student learning, customer and stakeholder satisfaction, organizational support and improvement, and human resources.

Examples:

- Coordination with Title I and technology provides support for SuccessMaker labs in the majority of the elementary Title I schools. Technology provides training and maintains the hardware. The Title I staff monitors the implementation and progress of school level implementation. An example is Special Education and Title I resources are coordinated to provide SuccessMaker labs in each middle school in order to provide additional support for all middle school students but especially to improve the performance of special education students, particularly in the area of math. The staff of the technology department coordinates the acquisition of hardware and software and the necessary training and facilitates technical assistance for support of program implementation.
- In order to improve student performance in the areas of reading comprehension and problem solving, coordination with professional learning, special education, ELL, media, and curriculum supports, there is implementation of literacy programs at each level. Balanced Literacy implementation involves a timeline for teacher training, employment and training of Literacy Coaches, and a projected schedule for purchasing supporting resources. The BCSD has an early childhood center, located at the newly erected Northwoods Academy, which has an inclusive environment of regular pre-kindergarten students and special education for preschool students, and the implementation of co-teaching at this level. The district employs a Director of Early Childhood Programs whose responsibility is to coordinate training with Bright from the Start and Bibb County teachers. The Baseline Assessment of the Georgia Kindergarten, GKIDS, is administered to each student at the beginning of the kindergarten year. The Baseline Assessment consists of seven areas or domains of learning. Four of these domains (ELA, Math, Science, and Social Studies) are based on, and aligned to, the Georgia Performance Standards for kindergarten. The other three domains contribute to a student's readiness for first grade.
- The coordination of Aimsweb Universal Screener and Thinkgate assessments will serve to provide progress monitoring evidence on student learning through a systematic, on-going process. Teachers have been trained in administering the assessments and in utilization of the data provided from the assessment analysis to guide instruction.
- High schools will utilize the credit recovery program, E2020, to provide a means for high school students to recover credits toward graduation.
- Additional training will be provided to prepare high school teachers to teach AP courses.
- High schools will address the issues related to graduation rate; such issues include, but are not limited to, problematic absenteeism, excessive absences due to behavior problems and ramifications, and academic failure that prevents timely graduation. Academic coaches will provide additional support to help struggling students receive the needed instruction to maintain passing grades. Counselors will provide additional tracking and monitoring of individual progress on a continual basis.

- Support will be provided to ensure that homeless students are provided the full opportunities afforded students not experiencing homelessness and to ensure that there are minimal interruptions in educational services.
- The BCSD collaborates with local residential programs to provide instructional staff, materials and supplies for the Bibb County students served in their facilities. The district provides teachers for the residential facilities. The Program for Exceptional Children (PEC) program and the Title I program provide site coordinators and additional instructional resources that are aligned to the GPS. Examples include SuccessMaker labs and Accelerated Reader programs that are provided at these facilities. Timelines and persons responsible are shown on the LEA Implementation Plan and the system's Consolidated School Improvement Plan (CLIP).

2. Federal funds are coordinated and integrated to provide the implementation of programs and activities such as:

- Training for PEC and regular education teachers in using the inclusion model
- Summer programs for ELL, migrant, and homeless students
- Supplemental math program at the middle schools
- Special Needs Pre-K

3. In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program for limited English proficiency, children with disabilities, migratory children, and neglected and delinquent youth, services are coordinated through the Superintendent's cabinet's weekly meetings.

- Plans and resources are coordinated in relation to our system's CSIP. Monthly meetings are held to update principals and to gather feedback and recommendations on program effectiveness.

10. Title IV

A description of how the LEA will develop strategies that prevent violence in and around schools and the illegal use of alcohol, tobacco, and drugs including how the prevention activities meet the Principles of Effectiveness; involve parents; and coordinate these efforts and resources with other federal, state, and community entities. In addition the LEA must explain how evaluations of effectiveness will be used to refine, improve, and strengthen the program strategies.

Bibb County Public schools will utilize the principles of effectiveness, including education (Too Good for Drugs), incorporating sensitivity to cultural differences, and youths' interest in social acceptance to assist students in making positive choices. Organized activities, such as sporting events, will have a very positive law enforcement presence and will establish a bond between community members and law enforcement, thus reducing risky behavior and violence. Students and community are more comfortable going to police to report illegal activities. The Campus Police have devices they can utilize to quickly access student data. The Mentor's Project of Bibb County will address the principle of forming a community bond with youth and adults, thereby increasing a positive view of adults by high-risk youth. There is a very strong no-use message and zero-tolerance policy at all schools. The PALS (Peers as Leaders) Program will provide opportunity for high school students to provide tutoring and gain leadership skills. The Drug-Free Coalition administered the PRIDE Survey and the Georgia Student Health Survey to determine student drug and alcohol use and other risky behaviors. Student Leadership and Drug Education Conferences for athletes, parents, and student council members have been established to promote positive behaviors and student refusal skills. The BCSD schools will address the Principles of Effectiveness through many means. The data obtained from the PRIDE Survey indicate the need for more parental programs, more alternative programs for at-risk youth, and more dissemination through varied means. A closer working relationship with the Drug-Free Coalition will provide broader information dissemination to a larger audience from the

community. An annual report of the survey results will be given to the Board and shared with local media. Schools will share their survey results annually with teachers and parents at a PTO meeting.

11. Title I, Part A; Title II, Part D

A description of the poverty and school eligibility criteria that will be used to select attendance areas for schools eligible for funding through Title I, Part A and school eligibility for grant opportunities through Title II, Part D.

Bibb County uses free and reduced lunch data as the poverty data to select attendance areas and rank schools. All schools with a poverty percent of 35% or more receive funding through Title I, Part A and are eligible for grant opportunities through Title II, Part D.

12. Title I, Part A; Title I, Part C; Title IV

A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.

In the past, the Bibb County School District (BCSD) used a checklist with multiple selection criteria to identify eligible students. The checklist included multiple selection criteria such as: teacher recommendation, parent feedback, state assessment scores, local assessment scores, and other academic student achievement data. Parent conferences were held within the first few weeks of school to review spring state assessment data and communicate academic expectations for the current grade. Available resources were shared with parents, and an academic plan was developed for students at risk of not meeting state standards. Parent request for services is considered in establishing eligibility for Title I services in a targeted assistance program.

Currently, no BCSD schools are targeted assistance schools.

13. All Programs

A general description of the instructional program in the following:

**Title I schoolwide schools,
Targeted assistance schools,
Schools for children living in local institutions for neglected or delinquent children, and
Schools for children receiving education in neglected and delinquent community day programs, if applicable.**

The instructional programs that will be used for all students in Bibb County focus on literacy development in the form of Balanced Literacy in the elementary school and appropriate literacy models in the middle and high schools. The instructional framework in all schools is the 8 Step Process, and the assessment framework is Assessment for Learning. A system-wide Math Council is being developed to develop a strategic plan for improving student achievement in the area of math. Federal funds provide student services that supplement instructional services required to be provided by QBE funds, such as:

- Remediation and acceleration opportunities to students with identified skills deficiencies. Education 2020, a web-based curriculum delivery software program, is used to provide remediation and individual courses to students who have fallen behind in credits or for students who are on Hospital Homebound services.
- Additional personnel to work closely with regular program teachers to enhance the instructional programs (Paraprofessionals and college students to provide one-on-one or small group support to struggling students)

- Computer based support in conjunction with the classroom instruction such as the SuccessMaker program - All of the Bibb County Title I programs are school-wide programs. All students including ESOL and migratory students receive services as soon as they enroll in a Title I school and eligibility is determined. The ESOL Program in Bibb County serves English Language Learners through a variety of delivery models. We have sheltered instruction for high school students. We do both inclusion (push-in) and pull-out for students in middle and elementary schools.

The scientifically researched based programs and activities the LEA provides to meet its ELL needs include the following:

- Address WIDA standards through use of Visions (Thomson Heinle publishers) and Scott-Foresman ESL textbooks
- Integrate technology into the curriculum by using online language learning programs, Rosetta Stone, and English in a Flash
- Advise parents and students of free tutoring options under ESEA; use interpreters and translations to inform parents of options; as needed, help complete applications and communicate with Title I Office when parents have questions regarding the SES providers
- Coordinate student mentors through Big Brother/Big Sister organization
- Inform school personnel of TransAct resource for needed translations

Five residential facilities have been identified in Bibb County. Currently, our district provides supplementary services to all Neglected and Delinquent facilities. A majority of the students that reside at these facilities attend Bibb County schools and receive the same services as other Bibb county students. Title I funds, to provide after school support for Bibb county students living in a Neglected and Delinquent home, are available in addition to what the school-wide programs provide. An Educational Site Coordinator is funded to serve as a liaison between the school and the home; additional tutors are provided to assist students with homework, projects and other areas of academic need. Appropriate services are provided to meet the needs of each facility. For the students that are educated at the facility, a teacher is provided by the district and Title I. Special Education, technology, and Professional Learning funds support supplementary resources such as software, teacher training, and tutors. The teachers at the residential facilities teach the state curriculum. The instructional needs of children within local institutions for neglected or delinquent children with disabilities are identified through the IEP process. Any specialized instructional needs/materials are provided in collaboration with the institution.

Each school created a set of descriptors that were used to review all students in the buildings. These descriptors included CRCT performance, classroom performance, teacher recommendation, etc. In some instances, students are given placement tests to determine eligibility. The School Improvement Specialist and the building principal oversee this process. The homeless population is served through Title I set-aside funds in collaboration with the McKinney-Vento funds, if available, to provide materials and supplies, and other educational support for students identified as homeless. Instructional materials, resources, and equipment are provided through the system Title I program for neglected and delinquent agencies serving children in Bibb County. The provisions include supports such as: computer based instructional programs that are aligned to the state curriculum, tutors to provide additional support to students at risk of not meeting standards, additional staff, instructional resources, and professional development activities. A system Parent Resource Center provides a place for parents to improve their computer skills, assist their children with research, and learn more about the educational opportunities in Bibb County. The Too Good for Drugs and Too Good for Violence curriculums developed by the Mendez Foundation are used in all grades K-12. Materials are purchased and distributed annually to each school. The BCSD has established a class size formula that is used to determine the number of teachers at each school. Class sizes are comparable in all schools due to the district's formula for position allocation. This formula provides for class sizes lower than required by law.

14. Title I, Part A; IDEA; EHCY

A description of the services the LEA will provide homeless children who are eligible to receive services under applicable federal programs. The description should include the following:

An assessment of the educational and related needs of homeless children and youths;

A description of the services and programs for which assistance is sought to address the needs identified;

A description of policies and procedures, consistent with section 722(e)(3), that the LEA will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youth.

The Bibb County School District (BCSD) Homeless Liaison conducts training for principals, other appropriate central office staff, department heads, and school personnel in awareness of the McKinney-Vento Homeless Education Act. The homeless liaison works with the principals, school-level homeless liaisons, school secretaries, registrars, social workers, and counselors to identify homeless children upon initial enrollment. The liaison for homeless services has been identified and oversees collaboration with social workers, DFACS, and other agencies to identify homeless children. The BCSD has a board-approved Policies and Procedures Manual for Implementation of the McKinney-Vento Homeless Act. This document addresses all aspects of homelessness and services for homeless students. The district has implemented a homeless residency form to more accurately account for identification of homeless children and youth.

The Title I office works with the liaison for the homeless to assess related needs of the homeless children and youths and to plan strategies to meet those needs. Case study information is used to identify related needs such as personal school supplies. To develop a summary of academic needs, assessment instruments such as CRCT, GHSGT, system benchmark data, and teacher recommendation are used. Assistance is provided in purchasing school supplies. Title I funds are used to pay for teachers and summer and after school programs and to provide activities for parents of homeless children that are related to their child/children's schooling. To address the need for homeless students and any student not to be isolated or stigmatized, system leadership requires teachers in Bibb County to be trained in the Framework for Understanding Poverty and recommended training in Poverty Simulation. System and school staffs receive training in legal issues that relate to student rights.

Special education services are provided to students in local institutions for neglected/delinquent children. Collaboration between the school district and these agencies is frequent and ongoing throughout the year. All IEP services are provided in collaboration with the institutions. All special education professional learning activities offered within the district are available to these institutions and on-site assistance is provided by the special education department, within legal guidelines, as needed.

15. Title I, Part A; Title I, Part C; Title II, Part D; Title III; Title IV; IDEA

A description of the strategies the LEA will use to implement effective parental involvement in all programs. The description must include the following

How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.

How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities.

How the LEA will build school and parents capacity for strong parental involvement including how the LEA builds capacity to support a partnership among the school, parents, and community.

How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.

How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.

How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.

How the LEA will involve parents in schoolwide activities.

The Bibb County School District (BCSD) collaborates with local agencies and educational support personnel, such as DFACS, NAACP, the Mayor's Workforce Development, Bibb Teacher Leaders Group, Family Engagement Facilitators, Migrant Education and ESOL Coordinators, and the Parent Advisory Council (parent representatives from Title I schools), to make recommendations for the development of policies and plans. Parents of students enrolled in community Head Start programs are made aware and invited to activities at the Bibb County Parent Teacher Resource Center. The district coordinates an annual Smooth Move Day for all Head Start students moving to Pre-K and all Pre-K students moving to kindergarten. The students and parents meet the principals and the Pre-K and kindergarten staff and tour the schools. Currently, there are no Even Start Programs in Bibb County. The system employs a Parent Engagement Coordinator to coordinate system training and a school-based facilitator to coordinate parent training at each Title I school. Family Engagement Facilitators coordinate and provide training to make sure parents are informed about and participate in their child/children's education in order to build capacity for strong parental involvement:

- A local cable channel is dedicated to information related to the BCSD which includes Title I schools.
- District-focused workshops will be provided through the Parent Teacher Resource Center related to curriculum, testing, promotion requirements, special programs, academic competitions, and school and community resources for summer enrichment. Information is provided in English and Spanish.
- A Back-to-School Extravaganza, a collaborative venture with local agencies, provided information sessions on education, safety, and health that relate to our students.
- The district supports instructional coaches for all elementary schools. Instructional coaches participate in appropriate training to ensure a common base of knowledge among leaders in the literacy initiatives.
- To evaluate the policy at the school level, parent surveys are administered annually. Parent evaluation forms are completed after each workshop or activity, and an after-action review is done for each major parent event.
- A parent council and a system committee evaluate the content and effectiveness of the parental involvement program and make recommendations for activities for the remainder of the year. All workshops and activities have a data collection component.

Each school and department identifies a Professional Learning Contact. These individuals make up the PL Advisory Team for the district. The Professional Learning Department meets throughout the school year with the Advisory Team to discuss and plan for professional learning at the district, department, and school levels. The Advisory representative receives information about recruiting, retention, best practices, and information about appropriate budgeting of PL priorities. They receive information about school data that will be helpful as they prepare for their school professional development (e.g. HiQ, Equity, etc.). School PL Contacts share information about professional learning with other school employees, the school council members, and other stakeholders. Input is requested from each of these partner groups for inclusion in the school PL Plan. Each school submits their needs assessment at the end of each year and then prepares their action plan for implementation. Individuals on the PL Advisory and the PL Department members review the action plans. Feedback is provided on each plan prior to implementation. Once the plan is approved budgets for school-based PL are then allocated.

Schools prioritize their professional learning funds by using data from the system, school, and other data available for planning. Schools with teachers in a core content area that are not HiQ are required to send a letter to parents of students in the class. For monitoring documentation purposes, copies of these letters are

sent to the PL Department and the Title I Department. Letters are matched to the individuals identified on the HiQ report.

A parent involvement committee creates brochures for availability in September at the Parent Teacher Resource Center and distribution to students in October. The special education program utilizes parents in the stakeholder's committee, which develops, reviews, and monitors the Georgia Continuous Monitoring Program for the services for students with disabilities. The special education program supervises a parent mentor whose primary role is to build parent capacity for involvement in the instructional decisions for their children who have disabilities.

Special education funds are allocated to continue the use of two parent mentors to assist in increasing effective parent engagement in the IEP process. The special education department is also conducting on-site focused monitoring of schools within the district to assess the implementation of IDEA within the schools. This process includes a parent forum and parent interviews to gain input from parents in determining what their needs are. The special education stakeholder's committee includes parents of students with disabilities and meets a minimum of two times annually. This committee reviews current data relative to special education and makes decisions about areas to be focused on for improvement.

16. Title I, Part

A description of the actions the LEA will take to assist its schools identified as needs improvement schools.

The Bibb County School District (BCSD) schools provide guidance and support to Needs Improvement schools. A school improvement facilitator is assigned to work collaboratively with each school leadership team to:

- Develop timelines
- Assist in developing the appropriate plan (school improvement, corrective action, or restructuring)
- Assist in coordinating professional development and monitoring the implementation of the plan

The GA DOE School Improvement Fieldbook is used as a guide for developing the required plans that are founded in effective, research-based practices. The activities in the Fieldbook are based on the research conducted by Dr. Robert Marzano. When the appropriate plan is completed, it is presented to the School Council for approval. The assigned school improvement specialist coordinates staff and community meetings related to the needs improvement status. The school improvement specialist coordinates the technical assistance provided by the state department and other agencies. The school improvement plan begins with elements of the system Consolidated School Improvement Plan, which contains research-based strategies that help to address identified needs such as Balanced Literacy.

The planning process:

- When the system is notified that a school is in needs improvement, a meeting is held with the school leadership team, GADOE facilitator, and other technical assistance providers to share requirements, timelines, and follow up procedures.
- The system school improvement specialists coordinate professional learning activities that address the specific reason(s) that the school is in needs improvement.
- A school planning team is identified to develop the school improvement plan, corrective action plan or the restructuring plan, assignments are made, and checkpoints are established.
- A process has been established for a peer review. The peer review team includes central office staff, school based staff, and representatives from GADOE. An established peer review team is used to assess, evaluate, and provide feedback to the school's planning team.
- When the plan is completed, it is presented to the School Council for approval.

In order to transform the teaching and learning environment to meet the needs for improved student achievement, the BCSD has four high schools operating under School Improvement Grants (SIG). The process for completion of the grant application was conducted through a series of meetings and work sessions as follows:

- The options for the BCSD were presented by system Assistant Superintendents to members of the Board of Education and at a system Superintendent's Forum.
- Collaboration was initiated by system level representatives who established timelines, presented the state guidelines, and coordinated the efforts to complete the grant writing process in a timely manner.
- The initial planning teams consisted of representatives from the GADOE, the Regional Educational Services Agency, schools completing a grant application, BCSD Central office staff, and departmental personnel, including Title I School Improvement Specialists.
- Individual school teams, with assistance of central office staff and school improvement specialists, worked to compile information, assessed available resources, and disaggregated data in order to identify the needs of each individual school in terms of staffing, students, technology, resources, strengths, and areas for improvement. The teams used the information to design a workable plan to provide for improved student achievement, to increase the graduation rate, and to turn the school into an effective school.
- School teams worked to define the specific technology necessary to maximize student progress and opportunity for success.
- Completed plans were reviewed and revised prior to submission to the state.
- All four grant applications were approved. The process to implement the grants is on-going and is continually being monitored.

17. Title I, Part A

A description of the actions the LEA will take to implement public school choice and supplemental educational services for schools identified as needs improvement.

The Bibb County School District (BCSD) follows the processes below to implement school choice. Parents are notified of Needs Improvement (NI) status of schools in the following ways:

- A letter is sent the parent of each child in a Needs Improvement School explaining why the school is in needs improvement status and what their options are under the Elementary and Secondary Education Act (ESEA).
- Information is printed in the local newspaper
- Community meetings are held at each school
- Principals share school status in the first newsletter
- School status and ESEA options are posted on Channel 17.
- To ensure that choice is implemented in all eligible Title I schools, the system Title I staff implements the following process:

- Title I personnel meet with principals of NI schools to outline guidance, which will be provided regarding implementing school choice requirements, through letters to parents, newspaper notification, Channel 17 information, and community meetings. Supplemental Education Services policies and procedures are reviewed at this meeting.
- Notification letters are mailed to parents; a database is created of parents requesting choice and request forms are kept on file; confirmation letters are mailed to parents; sending and receiving schools are notified in writing of the transfer; transportation is arranged with the system transportation department; and a written record of parent inquiries, concerns, complaints, and resolutions is maintained.
- Parents of all students attending an NI school will be given a choice of two or more schools that are not in NI, that their child can attend. The exception to this provision for a choice of two schools occurs where there is only one school that is eligible to receive students or where restricted by court order. The student, transferring on school choice option, may continue through the highest grade in the school. The district will provide transportation free of charge for students that transfer on the school choice option.

The BCSD conducts the following to implement Supplemental Educational Services:

- Notification letter is sent to parents of eligible students providing a list of approved providers (including statewide providers), a description of services, an explanation of how eligibility is determined, and the process for obtaining services.
- A fall and winter SES Fair is held to provide parents with additional information.
- A database is created of students who will receive services by school and by provider; request forms are kept on file; a written record of parent inquiries, complaints, and resolutions is maintained; and signed contracts between the school district and each provider serving Bibb County students and a worksheet showing the calculation of maximum per pupil amount for SES is maintained.
- If funds are not available for all requests, priority will be given to the lowest achieving children from low income families.
- Title I handles complaints from parents and providers by writing a clear statement of the complaint, summary of the facts, documentation supporting the complaint, and a summary of the resolution. This resolution is communicated to the parent or provider within 24 hours or as soon as possible.

18. Title I, Part A; Title II, Part A and Title II, Part D; Title III; IDEA

A description of how the LEA will ensure that teachers and paraprofessionals meet the highly qualified requirements in Title I section 1119, QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS. Description must include:

- a. **Highly Qualified trend data for LEA and school**
- b. **Information about numbers of teachers (disaggregated by subject taught and grade level) who lack certification and who are NOT designated as highly qualified;**
- c. **Activities of how the LEA will develop strategies and use funds to support teachers in becoming highly qualified;**
- d. **The percentage of teachers and administrators who are technologically literate; the method(s) used to determine teacher and administrator technology literacy; and strategies the school system will implement to increase the percentage of teachers and administrators who are technologically literate;**

A description of how the LEA will certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be funded under Title III, are fluent in English and any other language used for instruction, including having written and oral communication skills;

The Bibb County School District (BCSD) has been diligent about ensuring that each teacher and administrator understands the requirements of the ESEA “highly qualified” requirements, and that we will meet the 100% mandate. The BCSD is monitoring the hiring and placement of all teachers to ensure they meet highly qualified requirements. The district has added an area, to the placement recommendation form, where the principal indicates whether the individual being recommended meets highly qualified requirements. Applicants are not recommended to positions if they do not meet HiQ requirements, unless they are in a critical needs area and other candidates are not available. If the teacher is not highly qualified, a plan of action is required for each teacher in order to complete HiQ requirements. This plan is monitored throughout the year.

A plan will be developed that will provide additional funding to assist teachers in becoming highly qualified, especially in high poverty schools. In the 2008-09 school year our HiQ data were as follows:

- Title I Schools (Teachers 96.4%)
- Non-Title Schools (Teachers 98.6%)
- Paraprofessionals (100%)
- In the 2009-10 school year our HiQ data improved dramatically
 - Title I Schools (Teachers 98.6%)
 - Non-Title Schools (Teachers 100%)
 - Paraprofessionals (100%)
- The system provided a number of alternatives for supporting teachers in becoming highly qualified. We wrote and received approval for a Reading Endorsement so that teachers teaching reading would have the endorsement in that field. These areas were the most critical and the most in need by our teachers. We also used funds to provide reimbursements to teachers who took the GACE in order to become highly qualified.
- Technology literacy was a concern in our system. The state of Georgia provided the “InTech” course and required each teacher to take the course to address the issue of technology literacy. Eventually the state dropped the course requirement and only required each teacher to take an on-line assessment. Because technology was a major focus and investment for our system, we continue to offer courses on integrating technology in the classroom. Our goal is for 100% of our teachers to implement the technology requirement.
- We have written an implementation rubric for administrators and teachers to be able to assess classroom practice. The parents of students of the teachers who did not meet HiQ requirements receive the appropriate notice.
- Over the last several years the program for students with disabilities has supported the teachers of special education by reimbursing them the cost of taking tests including Elementary Childhood Education and the Fundamentals test to fulfill the requirements of establishing that all teachers are highly qualified in content areas. In the past the Title II, Part A program has jointly supported these efforts. The special education department has developed a plan based on specific needs of the 230+ special education teachers in Bibb County so that specific teachers can be targeted. Furthermore, the department is working collaborative with Macon State College and Georgia College and State University through their cohort programs, internships, and student teaching

experiences to provide highly qualified special education teachers to the vacancies that still exist after the first weeks of school.

- The district has conducted an analysis using the equity information to determine the schools where the experience level of teachers is lower than the district average. The district has provided additional mentoring structures for these schools in order to improve retention. These additional mentors are retired teachers and are funded with Title II, Part A funds.
- The district is working with our administrators to identify potential teacher concerns earlier than in the past so that problems can be resolved and actions taken. The district has assessed retention data and has prepared a plan for addressing retention of teachers. This plan will be supported with Title II, Part A funds. The BCSD's strategic objective for high quality workforce includes teacher retention as a performance objective.
- The district provides one-on-one mentoring for all new teachers. The mentor/mentee partnership is monitored for effectiveness through conversations with the mentors, mentee surveys, and school observations. Title II, Part A funds are used to support mentors in each school. Title II, Part A funds are used to support the mentees upon completion of the district required portfolio. Title II, Part A funds are used to provide fees for teachers needing to become highly qualified. The district will continue to provide and monitor mentors for all beginning teachers and ensure that each beginner is provided the support needed in order to be successful.

Updated Equity Plan

1. Annual Needs Assessment

The BCSD has a process for determining needs of schools and departments that includes a focus on ensuring a high qualified teacher and paraprofessional in each classroom. This process begins with the distribution of an annual needs assessment which requests that schools and departments state priorities based on the district's strategic objectives and achievement data. District and school data about teacher qualifications (HiQ), teacher equity, and retention are shared with each principal and with the PL Advisory. Each school and department creates a plan for the year based on this data. The plan requires information about the district strategic objective to be addressed, the proposed strategy/activity, a timeline, and budget needs. Budgets for schools and departments are determined based on the requests identified in the needs assessment.

Sources of Data for Prioritizing Needs:

- The main sources of data for prioritizing needs are district and school testing results and information provided by the GAPSC on teacher qualifications and equity.
- District data teams utilize information about teacher qualifications and equity along with data from CRCT results and other assessment information. Each school is required to analyze these data and to develop a plan for improvement.
- The BCSD uses information from surveys to determine needs. We have administered the Quality Learning and Teaching Environment (QLTE) Survey. The QLTE survey elicits information from all teachers, administrators, and paraprofessionals in the district about five areas: Leadership, Empowerment, Facility, Time, and Professional Development. Information gathered from the QLTE survey is used to assist with strategies for the retention of teachers in the district.

2. List of Prioritized Needs

District personnel review data from the HiQ report, system data on teacher quality, equity, and other information. Information has been shared with schools and departments about the expectations for 100% of

teachers and paraprofessionals to meet HiQ requirements. The district has developed both a recruitment and retention plan based on identified needs.

Prioritized needs include:

- Teacher recruitment
- Teacher retention
- Literacy instruction
- Mathematics instruction
- Standards-based Instruction
- Assessment
- Induction
- Diversity training
- Student discipline, including character education
- Character Education
- Graduation Rate

The plan includes a greater emphasis on recruiting that will provide hiring options for principals and means of identifying candidates that are certified and have experience in teaching. We will continue the mentoring focus and provide incentives for teachers to mentor at their school. We will continue to provide funding to schools that may be used to reimburse teachers and/or paraprofessionals for funds required to meet HiQ requirements, for incentives related to the retention of teachers, and for providing for professional development to improve teacher knowledge and skills. In order to ensure equity in teacher knowledge and skills, each teacher has an individual growth plan. The growth plan includes reflection on practices and strategies and identifies needed improvements. The BCSD provides for equity in class sizes by having a formula that provides teacher numbers based upon student numbers. Each school is provided with a teacher allocation based on this equation.

3. Stakeholder Involvement

Each school and department identifies a Professional Learning Contact. These individuals make up the PL Advisory Team for the district. The Professional Learning Department meets throughout the school year with the Advisory Team to discuss and plan for professional learning at the district, department, and school levels. The Advisory representative receives information about recruiting, retention, best practices, and information about appropriate budgeting of PL priorities. They receive information about school data that will be helpful as they prepare for their school professional development plan. School PL Contacts share information about professional learning with other school employees, the school council, and business partners. Input is requested at each of these venues for inclusion in the school PL Plan. Each school submits their needs assessment at the end of each year and then prepares their action plan for implementation. Budgets for school based PL are then allocated based on identified need.

Schools with teachers who are not HiQ, but are teaching in a core content area, are required to send a letter to parents of students in the class. Copies of these letters are sent to the PL Department and the Title I Department for monitoring purposes. Letters are matched to the individuals identified on the HiQ report. Information about the parent's "right to know" is also delivered to parents. The "right to know" information is sent to each student's home and includes other information pertinent to parents and students. Parents sign the document and return the signed copy to the school where it is filed. The "right to know" information states: "Provide parents notice of their right to request the following information about the professional qualifications of their child's teacher(s) - certification, college major/graduate certification or degree held by the teacher, qualifications of the paraprofessional."

4. Teacher Quality

The BCSD is monitoring the hiring and placement of teachers to ensure they meet ESEA Highly qualified requirements. The district has added an area, to the placement recommendation form, where the principal

indicates whether the individual being recommended meets highly qualified requirements. Individuals who are not HiQ are not recommended unless they are in a critical needs area. If the teacher is not highly qualified, a plan of action is required for resolving the situation. A meeting will be held in September with each individual who is considered not HiQ, and an individual plan will be developed to ensure the individual is HiQ by the end of the year. This plan is monitored throughout the year. Continuation in the contract for the following year is contingent upon meeting HiQ requirements.

5. Teacher Experience

The district has conducted an analysis to determine the schools where the experience level of teachers is lower than the district average. This information has been shared and discussed with principals. Principals are ensuring that their hiring practices do not lower their experience equity. Our recruitment efforts have provided principals with choices in hiring, and they are now able to address their equity data by hiring individuals with experience, if they have had a less experienced staff.

The district has provided additional mentoring structures for selected schools in order to retain these teachers and break the cycle of turnover. These additional mentors are retired teachers and are funded with Title II, Part A funds.

The district is working with our administrators to identify potential teacher concerns earlier than in the past, so that problems can be resolved and actions taken. Our Assistant Superintendents are now involved in monitoring teacher retention plans that are required from each school. Schools will include any needs that they identify for improving retention in their annual needs assessment.

- Class Size Equity

The BCSD has established a class size formula that is used to determine the number of teachers at each school. This formula provides for class sizes lower than required by law. Class sizes are comparable in all schools due to the district's formula for position allocation.

- Diverse Student Needs

The BCSD has developed a professional learning plan that includes informing administrators, teachers, and support personnel about working in a standards-based classroom. We have prepared curriculum documents outlining the GPS standards and instructional strategies in order to prepare students with the knowledge and skills for each standard. Instructional strategies include best practices (Marzano) and differentiation.

- Since most schools that failed to meet AYP, failed in the area of math, we have initiated a new approach to mathematics instruction. The mathematics program will be repeated each summer with follow-ups during the year. A large portion of the Title II, Part A budget will be allocated for this training and implementation.

- Each staff member of the BCSD is required to take and implement information from Ruby Payne's Framework for Understanding Poverty (FUP). This training includes the framework and specific strategies for assisting students from poverty to learn at high levels. Teachers and principals can use our FUP implementation rubric to assess their level of implementation of these strategies in their classroom.

The district began creating standards-based classrooms by teaching principals and teachers about the assessment of student work. Principals and teachers began their work in assessment by teaching and reviewing student work aligned to the GA Performance Standards, and the introduction to creating common assessments. The BCSD will continue developing standards-based reporting and assessment processes. This will move us toward standards-based grading for each student.

Administrators and teachers identified classroom differentiation as a priority for professional learning. A district and school level focus has begun to include presentations, book studies, and collaborative conversations.

- Retention

The BCSD's strategic objective for high quality workforce includes teacher retention as a performance objective. The district has implemented numerous approaches to address our teacher retention. The district provides one-on-one mentoring for all new teachers. The mentor/mentee partnership is monitored for effectiveness through conversations with the mentors, mentee surveys, and school observations. Title II, Part A funds are used to support mentors in each school. Title II, Part A funds are used to support the mentees upon completion of the district required portfolio. Title II, Part A funds are used to provide registration fees for the GACE for teachers needing to become highly qualified.

The BCSD retention data have improved during the past year both for veteran and newly hired teachers. We want to keep the momentum for improvement by continuing our retention strategies. To this end, we have asked each school to develop a teacher retention plan. Each school has developed, submitted, and committed actions to their retention plan.

- Recruitment

1. The BCSD's plan for teacher recruitment includes a variety of strategies including:

- Encouraging future teacher clubs at our high schools
- Providing incentives and support for student teachers to remain in the district

2. Establishing a recruitment plan that includes regularly certified teachers and alternatively certified candidates

3. Participating in recruitment fairs throughout the nation to recruit highly qualified candidates to the district

Our recruiting results from 2009-10 indicated continued success. We had approximately 1500 applicants to fill 185 vacancies. One of the objectives is to have 100% of teacher vacancies filled by Day One of the school year. We are very close to meeting that objective.

19. Professional Learning; and all federal programs

A description of how the LEA will provide training and/or incentives to enable teachers to:

- a. Teach to the needs of students, particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency;**
- b. Improve student behavior in the classroom;**
- c. Involve parents in their child's education; and**
- d. Understand and use data and assessments to improve classroom practice and student learning.**
- e. Become and remain technologically literate.**

1. List the professional learning activities in the past two years that were focused on system improvement.

- Calendar Math, Math Manipulatives, Exemplars, Math I/II/III Training, Closing the Achievement Gap, 8 Step Process, Balanced Literacy, Gifted Endorsement, Reading Endorsement, Poverty Training, Teachers as Advisors, Making Middle Grades Work, GPS Training-Best Practices,

Assessment for Learning, Differentiated Instruction, Integrating 21st Century Tools, Co-Teaching Best Practices, Establishing Classroom Rules and Procedures, Proactive Behavior Interventions, Understanding and Controlling Disruptive Behavior, De-escalation Strategies, and others.

2. Describe how the school system will take steps to ensure that all students and teachers have increased access to technology.

The 2010-2014 SPLOST funding allots \$20 million dollars for technology purchases for the classroom. The funding will be used to provide a device for each student, faculty member, and administrator. Emphasis will be placed on transforming how learning takes place in the classroom and towards making learning available to students 24/7/365. Digital content will be enriched by providing student access to the Georgia Virtual School and enabling teachers to create podcasts and digital content for posting. Electronic books are being purchased in 2010 as a pilot at one high school. The successful usage of eBooks will move the district towards matching students as digital natives with making learning in a format that students will use regularly.

3. Describe the system's long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology. Provide an assurance that financial assistance provided under Title II D will supplement, not supplant, state or local funds.

As mentioned in the paragraph above, we are implementing a multi-year solution to technology using ELOST funds. Elementary implementation will begin in the school year. Our Title II, Part D funds are used to support our teachers taking 21st Century Technology courses.

4. Describe how the school system will evaluate the extent to which technology integration strategies are incorporated effectively into curriculum and instruction. Describe how the school system will ensure ongoing integration of technology into school curriculum and instructional strategies so that technology will be fully integrated into the curriculum and instruction by December 31, 2006.

Technology integration is an important goal for the BCSD, and it is incorporated into our Consolidated School Improvement Plan. We have maintained the requirement of technology implementation for all teachers even though the requirement for the course has now been removed. We have written an implementation rubric for technology implementation that all of our administrators have used in monitoring the integration of technology in each classroom. The rubric gives the administrator and teacher an idea of the level of implementation of technology in the classroom. Once the administrator and teacher identify that improvements in integration are needed, arrangements are made to provide the teacher with remediation strategies. Administrators are keeping records for each teacher of the level of implementation of technology implementation strategies in each classroom.

5. Describe how the school system will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula (e.g. distance learning).

The system will provide access to innovative opportunities to learn for our students and teachers. Students are using the distance learning portals in order to take classes for which there aren't enough students to warrant a class. Teachers also use video streaming in classes to assist with understanding of abstract concepts.

The special education department will provide training for teachers and principals on the GADOE performance goals and indicators for students with disabilities, of which there are four goals and 16 indicators. Starting with the improvement of services for young children (ages 3-5) with disabilities, GLRS, in conjunction with Bibb's Early Childhood Center, has provided professional learning on the new preschool standards and will follow up with support and additional training on implementing these standards in the classroom and through a student's individualized education plan (IEP). In the area of improving the provision of a free and appropriate public education to students with disabilities, the PEC has provided awareness training and developed a methodology of ensuring that evaluation of students who are

determined eligible for special education occurs within 60 days. Last year, 39% of our initial evaluations were over time-lines.

In the area of promoting least restrictive environment, all principals and cabinet members attended training promoting the system level change from restrictive environments to neighborhood schools and co-teaching settings. Over 40% of the students with disabilities were served in a special education classroom 80% of the day. Another area of professional learning will be in the area of appropriate identification of minorities into special education. A third state level goal is the improvement of compliance with state and federal law and regulations. The BCSD has been chosen this year for focused monitoring and will be required to develop a corrective action plan to include all identified noncompliance issues that will arise from the monitoring visit. Lastly, the BCSD will develop a method of targeting students with disabilities who are in danger of dropping out, to address the goal of improving post-school outcomes for students with disabilities. Only 1 out of 6 students with disabilities who take the GHSGT test passes the math section. Hence, PEC will be targeting this area of academic professional training. In addition to the curriculum programs, students are exposed to many activities and opportunities. The Mentor's Project of Bibb County works hand-in-hand with the SDFS program to educate parents and monitor at-risk students. Two summer programs are offered by Alpha Kappa Alpha and Safe and Drug Free Schools that target the female population to reduce drug use, violence, and pregnancy. The PALS (Peers as Leaders) Program provides opportunities for high school students to provide tutoring and gain leadership skills. Campus Police have been provided devices they can utilize to quickly access student data, which is comforting to parents and students. All of the activities stated above, that are funded by federal programs such as Title I and Title II, Part A, are supplemental and follow the guidelines of the specific federal program.

The professional learning offered by the BCSD is varied and aligns with the guidelines provided by federal programs and to the standards described by the National Staff Development Council. The professional learning department, along with other system departments and schools, offer a diverse selection of professional development meant to support our district's strategic goals. The professional learning department, using both federal and state funds, provides training opportunities to all employees including teachers, administrators, bus drivers, paraprofessionals, school nutrition personnel, and others employed in our system. Our classes are supplemental and include, but are not limited to, the following:

- Induction for new teachers and administrators: Bibb County provides each new teacher with a school-based mentor (TSS) to encourage and support them in their first two years. The district uses a portfolio process to ensure a focus on best practices during the first years. We provide training each summer to endorse additional TSS and a three day induction for all new employees.
- Literacy focused activities for K – 12 teachers and administrators: We provide a 5 day summer institute for all K – 5 teachers and administrators, followed by implementation days throughout the year.
- Mathematics focused activities for K – 12 teachers and administrators: We provide training in Every Day Counts Calendar Math, Math Manipulatives, Exemplars, and Math Modeling for all K – 6 teachers. This training provides our elementary teachers with strategies to differentiate mathematics lessons. We have an implementation rubric for assessing implementation of these classes.
- Technology training: We offer a wide variety of technology classes from application software to training in the utilization of enrichment and tutorial software. Bibb County provides each teacher with technology tools for use with student and teacher applications.
- Instructional support classes: Bibb County provides training to teachers on a variety of topics that provides instructional support in best practices. The district offers differentiated instruction and assessment for learning as we move to standards-based classroom practices.
- Content classes: The district is developing a professional learning plan that includes informing administrators, teachers, and support personnel about working in a standards-based classroom.

We have prepared curriculum documents outlining the GPS standards and instructional strategies in order to prepare students with the knowledge and skills for each standard. Instructional strategies include best practices (Marzano) and differentiation.

We also have professional learning requirements that each teacher must complete within two years of being hired into the district. These professional learning requirements include information about working with a diverse student population and instructional best practices. We will continue with our plan for professional learning with administrators, teachers, and support personnel to providing information about:

- Standards-based instruction (using best practices)
- Creating classroom monitoring instruments
- Creating common assessments
- Developing standards-based reporting and assessment processing of student work

Diverse Student Needs:

The BCSD has developed a professional learning plan that includes informing administrators, teachers, and support personnel about working in a standards-based classroom. We have prepared curriculum documents outlining the GPS standards and instructional strategies in order to prepare students with the knowledge and skills for each standard. Instructional strategies include best practices (Marzano) and differentiation.

Since most schools failed to meet AYP in the area of math, we have initiated a new approach to mathematics instruction. It will create a balanced math approach and require teachers to provide instruction with the elements of this approach. The mathematics program will be repeated each summer with follow-ups during the year. A large portion of the Title II, Part A budget will be allocated for this training and implementation.

Each staff member of the BCSD is required to take and implement information from Ruby Payne's Framework for Understanding Poverty (FUP). This training includes the framework and specific strategies for assisting students from poverty to learn at high levels. Teachers and principals can use our FUP implementation rubric to assess their level of implementation of these strategies in their classrooms. Several schools have participated in the Poverty Simulation sponsored by the Cooperative Extension Agency. This simulation gives administrators and teachers a simulation of the experiences of families in poverty so that they can better understand some of the barriers and situations of our parents.

The district began our work on creating standards-based classrooms by teaching principals and teachers about the assessment of student work. Principals and teachers have had instruction and practice in the review and alignment of student work to the GA Performance Standards. Also included was the introduction of creating common assessments. This includes presentations, book studies, and collaborative conversations. The district supported the work of informing all teachers and support personnel by identifying various sources for information on differentiation so that schools and departments can standardize their information and approach.

20. Professional Learning and all federal programs

A description of how the LEA will develop a three-year professional learning plan that will be included in the LEA Comprehensive System Improvement Plan according to the requirements in Rule 160-3-3-.04 PROFESSIONAL LEARNING.

1. List the professional learning activities in the past two years that were focused on system improvement.
 - Calendar Math, Math Manipulatives, Exemplars, Math I/II/III Training, Closing the Achievement Gap, 8 Step Process, Balanced Literacy, Gifted Endorsement, Reading Endorsement, Poverty Training, Teachers as Advisors, Making Middle Grades Work, GPS Training-Best Practices, Assessment for Learning, Differentiated Instruction, Integrating 21st Century Tools, Co-Teaching

Best Practices, Establishing Classroom Rules and Procedures, Proactive Behavior Interventions, Understanding and Controlling Disruptive Behavior, De-escalation Strategies, and others.

2. Please add other pertinent information related to professional learning.

- The above classes are offered by the system on an on-going basis. Most of the classes include an awareness session followed by additional sessions for follow-up and monitoring of implementation.
- Our goal is to have all teachers in the system have the same knowledge and background for selected information so that our students who move around the system will have consistency of teaching.
- We have developed baseline data for each of our performance objectives and three-year targets to reach our AMO goals. We use these targets and our attainment of year-to-year targets to develop our three year PL Plan.
- The system develops a system plan, and each school develops a school plan. These plans are analyzed and discussed during vertical team meetings three times per year.

21. Professional Learning; and all federal programs

A description of the activities that the LEA will carry out with program funds, including professional learning for teachers and principals and how their activities will align with challenging state academic standards. The description should outline the LEA professional learning programs and sources. The LEA professional learning programs should be consistent with nationally established criteria for quality professional learning, with such characteristics as incentives, self-directed learning, and authentic connections to actual work.

The Bibb County School District (BCSD) has or will implement professional learning programs and activities as follows:

1. List the professional learning activities in the past two years that were focused on system improvement.

- Calendar Math, Math Manipulatives, Exemplars, Math I/II/III Training, Closing the Achievement Gap, 8 Step Process, Balanced Literacy, Gifted Endorsement, Reading Endorsement, Poverty Training, Teachers as Advisors, Making Middle Grades Work, GPS Training-Best Practices, Assessment for Learning, Differentiated Instruction, Integrating Century Tools, Co-Teaching Best Practices, Establishing Classroom Rules and Procedures, Proactive Behavior Interventions, Understanding and Controlling Disruptive Behavior, De-escalation Strategies, and others.

2. Describe how the school system will take steps to ensure that all students and teachers have increased access to technology.

- Last year our community passed an ELOST which included technology funding. This technology funding will provide computers and other technology teaching tools to all teachers in the system.
- This year a partial implementation of ELOST funding will begin with our middle and high schools. Training on the use of each of the tools has been designed. Training will include information on how to use the tool and how to integrate it into classroom instruction.
- All teachers in the BCSD are required to complete the class, 21st Century Technology Tools, or to demonstrate proficiency in use of technology tools. The knowledge base, about how to integrate technology, gained from the class will be enhanced through our increased technology funding.

3. Describe the system's long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology. Provide an assurance that financial assistance provided under Title II D will supplement, not supplant, state or local funds.

- As mentioned in the paragraph above, we are implementing a multi-year solution to technology using ELOST funds.
- Our Title II funds are used to support our teachers taking Technology Integration courses.

4. Describe how the school system will evaluate the extent to which technology integration strategies are incorporated effectively into curriculum and instruction. Describe how the school system will ensure ongoing integration of technology into school curriculum and instructional strategies so that technology will be fully integrated into the curriculum and instruction by December 31, 2006.

Technology integration is an important goal for the BCSD, and it is incorporated into our Consolidate School Improvement Plan.

- We have maintained the requirement of technology integration for all teachers even though the requirement for the course has now been removed.
- We have written an implementation rubric for technology integration that all of our administrators have used in monitoring the integration of technology in each classroom. The rubric gives the administrator and teacher an idea of the level of implementation of technology in the classroom.
- Once the administrator and teacher identify that improvements in integration are needed, arrangements are made to provide the teacher with remediation strategies. Administrators are keeping records for each teacher of the level of implementation of technology integration strategies.

5. Describe how the school system will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula (e.g. distance learning).

The system provides access to innovative opportunities to learn to our students and teachers.

- Students are using web-based learning portals in order to provide classes for which there aren't enough students to warrant a class.
- Teachers use video streaming in classes to assist with understanding of abstract concepts.
- The special education department will provide training for teachers and principals on the GADOE performance goals and indicators for students with disabilities of which there are four goals and 16 indicators. Starting with the improvement of services for young children (ages 3-5) with disabilities, GLRS in conjunction with Bibb's Early Childhood Center has provided professional learning on the new preschool standards and will follow up with support and additional training on implementing these standards in the classroom and through a student's individualized education plan (IEP).
- In the area of improving the provision of a free and appropriate public education to students with disabilities, the special education department has provided awareness training and developed a methodology of ensuring that evaluation of students who are determined eligible for special education occur within 60 days. Last year, 39% of our initial evaluations were over time-lines.
- In the area of promoting least restrictive environment, all principals and cabinet members attended training promoting the system level change from restrictive environments to neighborhood schools and co-teaching settings. Over 40% of the students with disabilities were served in a PEC classroom 80% of the day.
- Another area of professional learning will be in the area of appropriate identification of minorities into special education. A third state level goal is the improvement of compliance with state and

federal law and regulations. The BCSD has been chosen this year for focused monitoring and will be required to develop a corrective action plan to include all identified noncompliance issues that will arise from the monitoring visit scheduled for next spring.

- Lastly, the BCSD will develop a method of targeting students with disabilities who are in danger of dropping out to address the goal of improving post-school outcomes for students with disabilities. Only 1 out of 6 students with disabilities who take the GHSGT test passes the math section. Hence, the special education department will be targeting this area of academic professional training.

2009-2010 Professional Development Summary

In the 2009-10 school year a total of 8099 individuals (duplicated count) participated in Bibb County's Professional Development course offerings. This number included school-based activities and departmental and district-initiated training. This number includes administrators, teachers, and support staff. A total of 259 courses were offered to our certified personnel for the FY10 school year. Our district goal for individuals participating in professional learning is 100%. This will be accomplished by having a combination of district and school-based professional learning. For the 2009-10 school year our approximation of participation is 90%. We believe that we can accomplish 100% for the 2010-11 school year.

During FY10 a total of 9% of the budget was spent on stipends, 1% on travel, and 90% on training and workshop offerings. All of the major initiatives of the BCSD's Professional Learning are research-based. Training and workshop offerings included the Balanced Literacy Institute, Assessment for Learning, Differentiated Instruction, Framework for Understanding Poverty, Middle Grades Reading and Writing Initiative, Gifted Endorsement series, Reading Endorsement series, and other content specific training. Teachers and administrators also attended conferences related to professional growth in the areas of science, mathematics, language arts, social studies, and leadership.

Professional learning activities will be funded for teachers in meeting the needs of students with disabilities. Professional learning topics include effective co-teaching, differentiated instruction, IEP development, transition planning, progress monitoring, behavior interventions, data management, parent engagement, and specialized instruction for students with disabilities. These activities will provide basic information and ongoing coaching support to ensure implementation.

22. Title I, Part A; Title I, Part C; Title I, Part D; Title III; Title IV, Part A; Title V

A description of how the LEA will notify private schools of availability of funds to serve eligible children in each applicable federal program.

For Title I, all private schools serving one or more students from our school district are notified annually of an opportunity for a consultation meeting. In addition, private school personnel within the school district are invited to a consultation meeting for Title II, Title III, and Title V.

- Each spring, private schools are notified by letter, with US Postal registration receipt, of an invitation to a consultation meeting with school district personnel to discuss the availability of funds to serve eligible private school students. Opportunities for meeting private school staff development needs are also discussed. The notice includes the specific time, date, and location of the consultation meeting, a response form, and a contact for each federal program.
- If, upon completion of consultation, private schools are interested in relevant federal programs, a timely planning meeting is scheduled. The planning meeting provides private schools the opportunity to participate in the design, development, and implementation of the academic program and the professional learning plan.
- Eligible private school students receive services on an equitable basis. Bibb County also provides an equitable share of funds to private schools for professional learning activities.

- Complaints from private schools are handled by writing a clear statement of the complaint, summary of the facts, documentation supporting the complaint, and a summary of the resolution. This resolution is communicated to the appropriate parties within 24 hours or as soon as possible.
- Private schools and home school students are eligible to receive services for students with disabilities including professional learning, related services such as occupational and physical therapy, speech services, and specific instructional services. These services are provided at the student's neighborhood school.

23. Professional Learning and all federal programs

A description of the process the LEA will conduct annually to review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement.

Upon the release of annual state assessment data, the BCSD Central Office staff updates the LEA Comprehensive Improvement Plan. In the spring of each year, current data are analyzed to determine if the system met academic goals. After the data are analyzed, the schools, departments, and our support agencies focus on improvement to achieve the academic measures needed to meet the AMO goals. This information is then communicated to all stakeholders through Superintendent's Forum, vertical team meetings, and school staff meetings.

Steps LEA will take to evaluate progress toward meeting CLIP goals:

- The Bibb County CLIP goals represent incremental percentage gains that will lead to 100% proficiency by 2014. Data are analyzed to determine trends and identify areas of need. This process is duplicated at the schools.
- To determine the changes the LEA needs to make to the plan, the Curriculum Coordinators chair a team that is charged to complete a causal analysis of trends for each content area. Schools are charged to do the same kind of analysis at each site.
- To share the results, the Central Office staff coordinates and facilitates having schools come together by feeder pattern to share results of their evaluations. Results are evaluated at the school level, by feeder pattern, and as a system. A summary report is prepared by the Director of Research, and the results are presented to principals and Central Office staff in the Superintendent's Forum. Principals are then charged to redeliver to their staffs.

24. Title I, Part A; Title I, Part C

A description of how the LEA will provide supplemental support services for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

Supplemental Support Services for advocacy and outreach includes:

- Bibb County uses the Occupational Survey provided by the Migrant Education Program (MEP) coordinator to identify migrant students.
- A system liaison makes contact with each migrant family to determine case by case needs. Migrant students are evaluated academically like other students in our school system to determine academic needs. All migrant students are eligible for Title I services, and receive appropriate Title I services. In addition, a referral is made to Social Services to indicate additional services that may be needed from that department.

- Additionally specific activities to address the needs of migratory families are provided. Such activities shall include informing children and families of, or helping such children and families, gain access to other education health, nutrition, and social services.
- A migratory Parent Advisory Council (PAC) program is provided in conjunction with other Parent Involvement programs. Parent outreach is provided in a language that is understood by the family, if possible. The DOE TransAct program is used for translation and private consultation when needed. Parents are presented information on ESOL, special education, gifted, and other educational programs through the system's Parent Resource Center and school counselors. Information on health, nutrition, and social services is presented using materials from the migrant education agency. Presenters from local agencies such as the Health Department, DFACS, and County Extension office may be involved.

25. Title I Part A; Title I, Part C

A description of how the LEA will promote interstate and intrastate coordination of services for migratory children, including how the LEA will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another.

Interstate and intrastate coordination of services for migratory children is facilitated immediately if a student's records contain a Certificate of Eligibility or if the Occupational Survey indicates the child is eligible for Migrant Education Services. The system migrant liaison is contacted when students move in or out of our district, and the liaison assists schools in sending and receiving records according to policies.

26. Title I Part A; Title I, Part C

A description of how the LEA will identify and recruit eligible migrant families and youth moving into or currently residing in the district.

The Bibb County MEP Liaison works with the Live Oak Migrant Education Agency to coordinate migrant services for identified students. The local MEP Liaison has attended state and regional trainings on the appropriate recruitment and identification procedures. The MEP Liaison has established processes for identifying and recruiting migrant families and students residing in our school district. The procedures include:

- Identification of migrant students is part of the regular registration process in Bibb County Schools.
- The Occupational Survey, which is provided by the MEP coordinators, is included in the registration packet for all registering students.
- Staff members responsible for identifying and recruiting migrant families are trained using the How to Identify Migrant Students/Families Power Point presentation provided by Two Rivers Migrant director.
- A copy of the occupational survey is faxed to the Live Oak Migrant Education Agency for further determination for students who indicate possible migrant eligibility on the occupational survey.
- The Migrant contact person collaborates with the MEP coordinator and other community agencies, such as DFACS, to provide appropriate services for identified families and children.

27. Professional Learning and all federal programs

A description of how the LEA will provide resources for the purpose of establishing best practices that can be widely replicated throughout the LEA and with other LEAs throughout the State and nation.

The Bibb County School District (BCSD) provides resources to ensure best practices are being implemented through:

- Planning
- During the school improvement process, student data such as CRCT scores are reviewed and input from faculty, leadership, and others on the school improvement review team is used to make decision on programs to implement (including Title III, Part A) and to decide how these special projects/programs and on-site professional learning opportunities that support innovative and school based reform efforts will be implemented. The system/school evaluates these pilot projects and other research based-programs annually to determine if such projects are meeting stated goals. Evaluation results are presented to faculty along with other assessment data.
- All programs serving Title III, Part A students are presented in the least restrictive manner possible and with comparable facilities and materials to those used for non-LEP students.
- Title IV resources and a resource list of Title IV instructional materials are maintained at the District level, and the list is available upon request to be shared with other districts.
- Resources for the purpose of establishing best practices are funded through collaboration of program managers to ensure that funds are used to provide resources that have proven to work to improve student learning. The platform for this collaboration is a weekly cabinet meeting.

28. Title II, Part D; E-Rate

A description of how the LEA will take steps to ensure that all students and teachers have increase access to technology. Include the strategies to be implemented to increase or maintain access to technology and to establish or maintain equitable technology access.

Vision for Technology Use

The district's vision is a connected community, consisting of homes, city/county government, colleges/universities, libraries, social services, and business/industry, using modern technology that is available to every student, teacher, and administrator at school, home, and in the community. Parents will continue to have access to real-time information about their child's attendance, homework, and grades through the Internet. The community will continue to be apprised of what the district is doing to provide effective, engaging, and exciting resources that will make technology an integral part of learning.

We envision technology as a tool that will enhance learning, improve teaching, increase productivity, foster better communication, improve community relations, economic development, and provide support for lifelong learning. Technology will act as the catalyst for improving teacher morale because of its ability to reduce the amount of paperwork required of teachers through automated lesson plans and grade book applications, the ability to communicate electronically with parents, and the access to real-time data collected for each student.

The district will use technology to:

- Retain the best teachers in the nation
- Serve as a catalyst to improve student and teacher morale

- Foster cooperative planning among colleagues
- Meet the new accountability standards
- Provide real-time access to student information for every teacher and administrator
- Encourage collaboration between parents, administrators, and teachers
- Address the different learning styles of students, teachers, and administrators
- Empower teachers to move from being lecturers to facilitators of learning
- Enable students and teachers to access applications and data from anywhere in the world – 24/7/365
- Communicate with parents daily on student attendance, progress, assignments, and schedules both over the Internet and via telephone
- Prepare students to enter the 21st Century workplace with the tools needed to succeed and excel.

Technology will be so infused into the curriculum that it will become transparent. Students will work in small groups throughout the day creating a collaborative atmosphere where the teacher is a facilitator, not an instructor. Classrooms will be noisy with students talking together, researching together, and helping each other become lifelong learners. Administrators will communicate electronically with parents and teachers on handheld devices while spending most of their time in the classrooms with students. Teachers will use portable devices such as handhelds, laptops and wireless mice to provide facilitation and instruction from anywhere in the classroom. Parents will be able to check students' progress via the Internet and to communicate with teachers real-time about student behavior and successes.

Technology Mission Statement

Technology will be promoted, not in isolation, but as an integrated instructional tool that will enhance teaching and learning processes through effective use, assist in the development of problem solving skills, encourage cooperative learning, improve creative writing skills, and improve research and communication skills. We will foster the vision of a connected community with access to technology in any place at any time. Technology will bridge the gaps that exist in the educational setting including age, gender, race, and socioeconomic income.

Technology Use

The schools in the district currently use over 14,300 Intel computers. According to the Technology Inventory Survey from March, the Bibb County School District presently has approximately 12,250 modern desktop computers, 2,100 tablets/laptops, and 60 school-based servers serving the students of Bibb County. All of these computers (in 1,531 classrooms) are attached to the Internet. All classrooms have been retrofitted with additional electrical outlets and data cabling to accommodate at least six modern computers connected to the Internet. The WAN speed is 5Mbps and uses dedicated Ethernet connections. Approximately 11,500 of these computers were identified as computers for instructional use. This is a student to computer ratio of 2.17. All of the instructional computers are *Windows*-based.

Each school has at least one computer lab for student instruction. Teachers in every high school and middle school, and three elementary schools, have a tablet notebook, document camera, laser printer, electronic slate, wireless keyboard/mouse, mounted projector in his/her classroom (referred to as 21st Century classroom), a wireless telephone with a direct number.

The average student to computer ratio for elementary is 15-2 while the middle and high school ratio is 1.63 (ratio is offset by the increased number of computer labs at the middle and high schools). Every elementary school has at least one *Alphasmart* portable lab used for keyboarding skill development and writing skills. The middle schools have two portable laptop labs and high schools have three or four (based on enrollment). These portable labs are used for writing assignments, research, and student projects.

Software is installed on servers at all schools in the district as follows:

<u>Elementary</u>	<u>Middle</u>	<u>High</u>
<i>Accelerated Reader</i>	<i>Accelerated Reader</i>	<i>Accelerated Reader</i>
<i>Cornerstone L. Arts</i>	<i>Cornerstone L. Arts & Math</i>	<i>Cognitive Tutor</i>
<i>Cornerstone Math & Reading Comprehension</i>	<i>Inspiration & Kidspiration</i>	<i>Fathom 2</i>
<i>Graph Club</i>	<i>KidPix</i>	<i>Ga. Career Information System (GCIS)</i>
<i>Inspiration</i>	<i>MicroType Pro</i>	<i>Inspiration</i>
<i>Kidspiration</i>	<i>PrintShop</i>	<i>Key Train & MicroType Pro</i>
<i>KidPix</i>	<i>SketchPad</i>	<i>PGGT English, Math, Science, Social Studies</i>
<i>Star Math (most) & Star Reading</i>	<i>Star Math & Star Reading</i>	<i>PLATO</i>
<i>Storybook Weaver</i>	<i>SuccessMaker labs</i>	<i>PrintShop</i>
<i>Student Writing Center</i>	<i>TimeLiner</i>	<i>SAT Coach</i>
<i>SuccessMaker labs</i>	<i>TinkerPlots</i>	<i>Sketchpad</i>
<i>Timeliner 5</i>	<i>Type to Learn</i>	<i>Star Reader</i>
<i>Type to Learn</i>	<i>VocTies</i>	<i>TimeLiner</i>

Teachers of students with disabilities are consulted regarding special needs for hardware and software to aid in the education of special needs students. Resources come from technology, special education, and Title grants to ensure that all students have equitable access to educational experiences. Devices include touch screens, trackball mice, larger keyboards, and adaptive mice.

Media centers act as the technology hub for the school by providing multimedia equipment such as scanners and digital cameras, technology support for the computers in the school, and management of access to software and the Internet. All media center collections are automated. Each media center utilizes 21st Century carts (tablet notebook, document camera, wireless keyboard and mouse, electronic slate, and projector) to provide instruction and for research skill development.

Every employee in the district has a computer for his/her use with electronic mail and Internet access. All schools are connected to the Central Office with a 10MB or faster dedicated ethernet circuit. The *Microsoft Office Professional* suite of applications is installed in every office and every classroom. Many employees use handhelds with access to the student information system for student schedules, photographs, grades, attendance, and emergency information.

Administrators have been issued handheld devices which provide portable access to student schedules, photographs, and emergency information. Every principal uses a table notebook for teacher evaluations, notes, and electronic mail. Campus Police officers, school social workers, and special education directors use handhelds for viewing student schedules, emergency data, grades, and attendance.

A staff of 23 technology specialists and an Instructional Technologist provide training for teachers every week. These specialists provide basic troubleshooting support on-site. Technology specialists teach integration strategies provide application training for *Office*, *GroupWise*, and curriculum-based programs. The district retains a Webmaster, a network engineer, and 12 computer technicians. Technicians are assigned to individual schools so that every school receives service at least once a week.

Three training labs provide specific, off-site application training. Teachers are provided release time to attend classes in Word, Excel, PowerPoint, and integration strategies. Digital cameras, projection devices, and tablets are available through the district office for teachers and administrators to check-out for training and presentation uses.

Parents can view grades, homework assignments, progress reports, and other information provided by teachers via the Internet. Families without a computer at home are encouraged to use the computers in the school media center. Teachers have the training and software necessary to publish individual websites for student and parent access.

29. Title II, Part D; E-Rate

A description of the LEA's long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology, technical support, and instructional support.

Strategic Objective: Ensure that all students attain high levels of achievement in all content areas by focusing on teaching and learning the GA Performance Standards.

Goals

- Increase the number of students meeting and exceeding standards in Mathematics in grades 1-12
- Increase the number of students passing the GHSGT in Mathematics
- Increase the number of students meeting and exceeding standards in reading, English, and language arts K-12
- Increase student proficiency in oral and written communication in grades K-12
- Increase the percentage of students meeting and exceeding standards in social studies grades 1-12
- Increase the percentage of students meeting or exceeding standards in science in grades K-12
- Improve student support services
- Increase the graduation rate
- Increase percentage of students taking Advanced Placement Courses
- Increase percentage of students scoring at 3 or above on AP tests
- Increase scores on SAT
- Increase graduation rate through the work of middle and high school graduation coaches
- Increase graduation rate through the development of a Comprehensive Career Guidance program for all students

Technology Strategies

1. Develop and distribute grade-level specific student technology competency skills.

- Redesign Computer Applications class at middle schools to focus on skills included in the OAS eighth grade literacy assessment
- Implement second grade keyboarding skill development as a requirement
- Standardize middle school keyboarding as a requirement or test-out
- Offer an elective high school keyboarding class for students who cannot type 70 wpm
- Provide teacher/administrator training on Orchard K-3 application
- Review, select, and purchase a subject-wide application for grades 4-5 (math, science, social studies, writing)
- Review, select, and purchase a subject-wide application for grades 6-8
- Review, select, and purchase a subject-wide application for grades 9-12
- Offer electronic credit recovery options
- Obtain and install all supplemental software provided by textbook publishers
- Implement CRS in every school
- Solidify agreement with Gwinnett County for online classes
- Implement US Test Prep in high schools (Students who spend 60% time on TP pass the GHSGT)
- Review and purchase online assessment and benchmarking tool
- Provide the opportunity for students to practice SAT-taking skills to increase the success rate from 879 to Georgia average of 980

2. Promote continued use of quality content-rich internet sources for student academic needs

- Provide access to and training for Galileo, Nettekker, Pinpoint, Library of Congress, Government sites, etc. (in lieu of Google)
- Provide faster access to instructional videos by installing local United Streaming server
- Teach students and teachers appropriate use of technology, the Internet, and Google and the ability to analyze results before accessing
- Teach students and teachers appropriate use of technology, the Internet, and Google and the ability to analyze results before accessing
- Maintain a curriculum website to include access to K-12 and GPS resources
- Facilitate book checkout from any school in the district and from home by implementing a central repository

3. Develop and distribute specific teacher/administrative technology competency skills

- Encourage keyboarding skill development for teachers in order to model and learn the importance of keyboarding skills
- Offer PLU credit for keyboarding classes for teachers
- Implement Administrative Technology Strand
- Offer new technology specialist training model (extended times)
- Increase usage of handhelds among principals and administrators

4. Provide students with after school activities to integrate content with computer skills

- Provide access to computer labs for CRCT practice, SMe, projects, and homework
- Provide access to E2020 for remediation
- Develop workshops taught by students for students (Web design, MovieMaker, etc.)
- Promote Technology Clubs at each high school

5. Provide students with an opportunity to compete in technology-related fairs

- Create a secondary technology fair
- Increase participation in local media festival and county technology fair by promotion (college resumes are not just about grades)
- Showcase projects at school, on Channel 17, and at the Superintendent's Forum
- Introduce project categories for Technology Fair and how each ties to the GPS
- Provide incentives for teachers to work with students to create projects

Strategic Objective: Bibb County will recruit, employ, develop, and retain a quality workforce that achieves the mission and goals of the organization

Goals

- Increase the number of highly qualified teachers
- Increase the qualified applicant pool for potential employment
- Continue the development of highly effective leaders at all levels through leadership development program and performance evaluation
- Increase percentage of teachers certified to teach gifted and AP classes
- Increase retention of administrators and provide succession planning
- Increase retention of teachers
- Improve the school district/university student teacher partnership
- Implement and develop a Principal Evaluation System for all principals

Technology strategies

- Provide enhanced training for administrative tools such as handhelds, Word, Excel, and web-hosted conferences
- Implement use of eWalks
- Provide MyGaDOE training for administrators and Cabinet
- Use 21st Century technology as a recruiting tool for teachers
- Work jointly with Leadership Development to embed technology
- Work with Cabinet to model the use of technology and raise expectations for infusion

30. Title II, Part D

A description of how the LEA will evaluate the extent to which technology integration strategies are incorporated effectively into curriculum and instruction. Describe how the LEA will ensure ongoing integration of technology into school curriculum and instructional strategies so that technology will be fully integrated.

Bibb County schools have partnered with the Macon State College Department of Education to evaluate current levels of technology and to provide strategies for advancement. Additionally, the district works closely with the Macon State College ETC to provide technology integration assistance including 1:1 Wireless Classroom training. Technology specialists and Instructional Technologist will continue to support classroom teachers as they strive to develop higher levels of technology integration. Teaching and Learning in partnership with Professional Learning personnel will continue to incorporate and model technology integration skills in all curriculum areas during Professional Learning activities.

31. Title II, Part D; Title V

A description of how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula (e.g., distance learning).

The district has begun offering virtual high school classes at all high schools and supported this endeavor by providing student e-mail addresses and access to blogs for instructional purposes only. With the purchase of a learning management system through the Blended Learning Grant, the District will be implementing digital course content at one high school. Based on the lessons learned and best practices, digital content will be made available to all high schools by 2011. Many schools have been provided with MP3 players and a podcasting application to begin making classroom instruction available to students at home. Administrators will receive training in 2010 on eWalk, an application used to conduct classroom evaluations. A rubric is being developed that will evaluate the infusion of technology in the classroom and how learning is taking place. Professional Development opportunities will be available for project-based learning and moving from a lecture-based classroom to facilitation of learning.