



BIBB COUNTY SCHOOL DISTRICT

Strength of Character and College Ready

# The Macon Miracle

Presented by

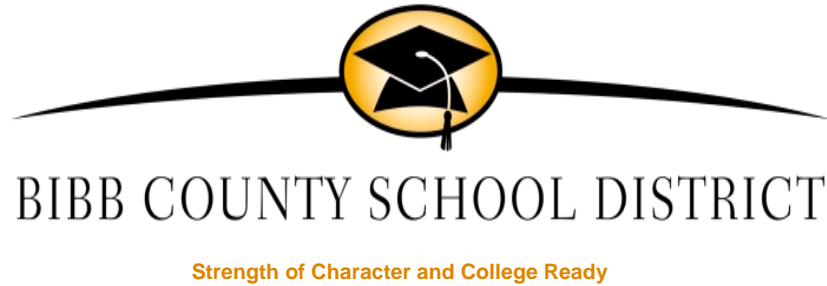
Dr. Romain Dallemand, Superintendent

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**Mission:** Each student demonstrates strength of character and is college ready.

**Vision:** To develop a highly trained staff and an engaged community dedicated to educating each student for a 21<sup>st</sup> century, multi-ethnic, global economy.

**Core Values:**

- Develop a learning orientation which mobilizes effective effort to accelerate learning.
- Develop a culture of respect which includes equitable treatment, honesty, openness and integrity.
- Use data and evidence-based decisions to determine the training and support provided to adults so they can be accountable for the success of all students.
- Strengthen productive partnerships for education.

# Bibb County Profile

Macon, Georgia is located about an hour south of Atlanta and serves as the county seat for Bibb County. Macon is an urban community with a concentrated population, and is impacted by crime, poverty and children at risk. Macon/Bibb County is home to about 156,000 people, 52% of whom are African American and 43% of whom are white. In the District, 73% of its students are African American, 21% are white, 3% are Hispanic, 2% are Asian, 1% are multi-racial, and 77% receive free and reduced lunch services.

The Bibb County School District serves approximately 25,000 students in its twenty-five elementary, seven middle, and seven high schools. These numbers include three elementary, one middle school, and four high school magnet programs as well as one high school offering career training opportunities. Students from throughout the district may apply to attend any of the magnet offerings. Elementary magnet offerings include math and science, fine arts, and communicative arts. At the middle school level, students may apply for attendance at the district's fine arts magnet program. High school students have magnet opportunities that include: the International Baccalaureate Program; fine arts; health/science; law, government, and justice; and pre-engineering. The district is committed to expanding school choice based upon student interest, talent, and need. Additionally, there are two specialty programs designed to serve specific student populations. The Northwoods Academy is an early childhood center which serves regular pre-kindergarten and kindergarten students with special needs in collaborative environments. Elam Alexander Academy is a community-based delivery system that serves students with severe emotional and/or behavioral disorders and students with autism from Bibb County as well as six surrounding counties.

It is our belief that each student, regardless of socio-economic status, race, neighborhood, or family structure, deserves an education that will build strength of character and ensure college readiness. It is the responsibility of each employee within the district, regardless of job title, to provide exceptional instructional and exemplary support services. Through collaborative efforts, district employees must ensure that *all* children attending Bibb County schools are provided an education that will prepare them to be successful in a 21<sup>st</sup> century, multi-ethnic global economy. The Bibb County School District recognizes its obligation to the greater community to create an educational system that will encourage community growth and prosperity to enhance the quality of life for all citizens.

With stagnant test results, schools struggling to make Adequate Yearly Progress, and more students having less time in the classroom, Bibb County is indicative of the national need for a new educational system. Through innovative leadership and the development of a comprehensive Strategic Plan, Dr. Dallemand is working with the employees and community to initiate indicators for a new system.

With 41 schools in the District, only 24 of them made Adequate Yearly Progress (AYP) for 2010-2011. Discipline data also raises concern for the future of Bibb County, Georgia, and the United States. In 2010-2011, almost 8,000 students were suspended for a total of 48,000 days of missed instruction. Nearly 500 students were expelled, 703 students dropped out of school completely and the District's 9<sup>th</sup> grade cohort graduation rate was 44.6%.

The District has already made some significant changes in anticipation of the work that needs to be done to improve student achievement. The District has opened a Welcome Center to rebuild relationships with parents and the community in an effort to begin the work of building a new system. The District has reorganized and restructured to more effectively deliver instruction and services to students. The District has launched a new summer reading program that provided books to every child in the District in an effort to combat summer learning loss. A new Community Conversation Plan has helped the District to build new, and strengthen existing lines of communication between employees, parents, and the community.

Most importantly, though, every employee and hundreds of parents and community members were invited to be a part of the District's Strategic Planning process. About 4,500 people attended two sessions at the Macon Centreplex to begin mapping out the District's five year journey of improving achievement for all students. The Strategic Plan will be unveiled to Bibb County, to Georgia, and to the United States in February 2012 and it will set the bar for educational excellence nationwide.

# Focus on Students

**Goal 1: Provide appropriate diagnostic instruction to students that guarantees competency in core subjects of reading, math, science, and social studies.**

**Strategy 1: Build capacity of certified staff to diagnose students' strengths and weaknesses in core subjects in order to provide exemplary instruction.**

**Action Step 1: Examine current assessment tools to determine the most effective and efficient diagnostic assessments (including a universal screener) for evaluating students' skills and prior knowledge at the beginning of each year.**

**Action Step 2: Develop formative and summative assessments in all grade levels and subject areas that align with the Georgia Department of Education (i.e., GaDOE) Online Assessment System (i.e., OAS) to provide regular feedback about student growth.**

**Action Step 3: Use released test items from OAS or PARCC (i.e., Partnership for Assessment of Readiness for College and Careers) databases to conduct common pre-testing in all content areas.**

**Strategy 2: Require consistent and effective analysis of all assessment data (including achievement and progress monitoring data) to inform instruction.**

**Action Step 1: Ensure all grade level teams and subject area departments utilize the SDIS (i.e., Self-Directed Improvement System) to regularly monitor student progress.**

**Action Step 2: Develop classrooms where regular *student to teacher feedback* and *teacher to student feedback* are used to inform instruction to meet individual student needs.**

**Action Step 3: Create an educational environment where students evaluate their progress and work toward proficiency targets based on national and state standards, locally assigned goals, and high expectations established by teachers and instructional teams.**

**Action Step 4: Implement a variety of intensive reading and math early intervention programs designed to meet the needs of individual students who are at risk for non-proficiency.**

**Action Step 5: Provide students with regular opportunities for self-reporting grades in all classrooms and areas of study.**

## **Goal 2: Create, provide, and model a culture of equity, efficacy, and respect for all students.**

**Strategy 1: Create and implement a district-wide equity team that evaluates and monitors district policies and practices to ensure equitable results for students.**

**Action Step 1: Regularly review all key educational indicators and establish equitable targets for all student groups (e.g., attendance, behavior, academics, and participation).**

**Action Step 2: Establish site equity teams to review and improve building/department practices to ensure equitable participation and results for all student groups (e.g., enrollment in Advanced Placement, Honors, and Gifted courses, and co-curricular activity participation).**

**Action Step 3: Provide district and community training to address biases, stereotyping, cultural, and racial discrimination and the impact on learning.**

**Action Step 4: Identify and deliver innovative, evidence-based, aligned training (e.g., Efficacy Institute's Student Envoy Project) to targeted students that will prepare them to assist staff in creating a school culture designed to build strength of character and ensure improved learning outcomes for all students.**

**Action Step 5: Identify and deliver innovative, aligned extra-curricular and co-curricular opportunities (e.g., the Black Data Processors Association) to targeted students and/or student groups that assists in creating a school culture designed to build strength of character and ensure improved learning outcomes for all students.**

**Action Step 6: Encourage students to demonstrate skills and talents by providing a minimum of one annual event of recognition for each of the following: STEM Summit, Art Exhibit, Technology Summit, Back to School Event, Science Fair, and Book Summit.**

**Strategy 2: Create and implement a district level Academic Advisory Council.**

**Action Step 1: Create and implement a committee of parents, stakeholders, students, and administrators who will examine district-wide academic standards.**

**Action Step 2: Collaborate with local fine arts organizations to develop student groups that present at sites on topics of self-esteem, cultural diversity, and college readiness.**

**Goal 3: Provide supportive programming that engages and assists students to become successful.**

**Strategy 1: Develop and implement a district-wide, “wrap-around”, service delivery plan that addresses academic guidance, mental health services, hospital-homebound services, and physical health services.**

**Action Step 1: Develop a District-coordinated health team that creates a process for referring students to mental health services.**

**Action Step 2: Identify and select staff to provide homebound services.**

**Action Step 3: Develop and implement a delivery model for nursing services and school-based clinics in partnership with community-based health services.**

**Action Step 4: Ensure guidance counselors conduct quarterly, college readiness meetings and develop and implement Individual Learning Plans for every student in grades 4-12.**

**Action Step 5: Develop an educational matrix at each building for assessing students’ progress toward college readiness.**

**Strategy 2: Sign a Memorandum of Understanding with the Macon/Bibb Office of Workforce Development to jointly fund a full-time Career Coach Coordinator and part-time Career Coaches in high schools.**

**Action Step 1: Develop a comprehensive process to identify, select, and hire a Career Coach Coordinator and Career Coaches.**

**Action Step 2: Plan and conduct a Career Coaches’ Academy.**

**Action Step 3: Establish accountability procedures and measures for Career Coaches.**

# Focus on Staff

**Goal 1: Develop a high-performing staff through the implementation of a formal professional growth plan that supports the progression of skill, will, and capacity required to meet the needs of 21<sup>st</sup> century learners.**

**Strategy 1: Establish collaborative learning teams comprised of departmental and instructional staff committed to continuous improvement, collective responsibility, and goal alignment.**

**Action Step 1: Establish aligned proficiency targets for every grade level and every subject area at school sites and for key functions of district departments.**

**Action Step 2: Establish expectations and a supportive structure for weekly collaborative meetings for all staff focused on the review and analysis of data, the formulation of feedback, and the development of strategies utilizing the Self Directed Improvement System (i.e., SDIS).**

**Strategy 2: Prepare skillful leaders who develop capacity, advocate, and create support systems for professional learning.**

**Action Step 1: Identify and deliver professional development that prepares all leaders to drive transformational change in support of the district mission, vision, and core values.**

**Action Step 2: Identify and mobilize resources necessary to deliver foundational and customized professional development that prepares leaders to direct key actions/strategies, monitor instruction, and organize services in support of the mission, vision, and core values of the district.**

**Strategy 3: Prepare and deliver a comprehensive professional development plan that prioritizes, monitors, and coordinates resources for staff learning.**

**Action Step 1: Develop an Educators' Academy and a comprehensive Induction Program designed to prepare, and provide ongoing support to, leaders and instructional staff to achieve established outcomes of the Bibb County Schools.**

**Action Step 2: Identify and mobilize resources necessary to deliver foundational and customized professional development that prepares staff members to implement key actions/strategies, deliver instruction, and provide services in support of the mission, vision, and core values of the district.**

**Action Step 3: Identify and deliver innovative, evidence-based, aligned professional development that minimizes staff absences and increases staff productivity through a comprehensive wellness education program.**

**Action Step 4: Identify and deliver innovative, research-based, aligned professional development that prepares all staff to increase productivity and improve student outcomes in support of the district's mission, vision, and core values.**

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| <b>Strategy 4: Utilize a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</b>  |
| <p>Action Step 1: Develop and utilize evaluation tools designed to measure application of learned skills following all professional learning opportunities (e.g., rubric-based and surveys).</p> <p>Action Step 2: Analyze the data collected from evaluation tools and improve course offerings based on staff feedback.</p>   |
| <b>Strategy 5: Identify and deliver professional learning that integrates theory, research, and models of human learning to achieve its intended outcomes.</b>  |
| <p>Action Step 1: Adopt common standards for professional development.</p> <p>Action Step 2: Establish collective responsibility for student success and ensure that best practices are shared and implemented from classroom to classroom, school to school, and department to department.</p>   |
| <b>Strategy 6: Identify and deliver professional learning that applies research on change and supports implementation to ensure desired outcomes.</b>   |
| <p>Action Step 1: Prepare and deliver professional development opportunities for administrators, teachers, and other staff members related directly to creating, implementing, and accepting change in the instructional and organizational structures of the district.</p> <p>Action Step 2: Provide professional development that develops skilled coaches who promote and support effective change in individuals and collaborative teams.</p> |
| <b>Strategy 7: Provide professional learning opportunities that align outcomes with educator performance and curriculum standards.</b>  |
| <p>Action Step 1: Create Professional Learning documents that show the linkage between educator learning and student learning in core content areas.</p> <p>Action Step 2: Require staff to demonstrate application of skills learned through professional development activities (e.g., efficacy and equity) as evidenced by improved results on annual performance evaluations for administrators and instructional staff.</p>                  |

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| <b>Goal 2: Improve instructional delivery to consistently high levels of expertise to assure all preK-12 students are college ready.</b>  |
| <b>Strategy 1: Provide intense, ongoing training on the Common Core Georgia Performance Standards (i.e., CCGPS) for teachers in math, language arts, social studies, and science.</b> |
| <p>Action Step 1: Create a staff development schedule for all certified staff to be trained in CCGPS in preparation for the start of the 2012-2013 school year.</p>                   |

**Strategy 2: Utilize state CCGPS, Georgia State Pacing Guides, and the Frameworks as the designated curriculum for Bibb County Schools and align research practices and resources to improve efficiency and effectiveness of classroom instruction.**

**Action Step 1: Develop a task force to identify research-based curriculum to support the CCGPS.**

**Action Step 2: Redesign the professional learning structure and calendar to include mandatory professional development for all staff.**

**Action Step 3: Provide explicit professional development to ensure that all instructional staff are knowledgeable of diagnostic instruction.**

**Action Step 4: Develop an extended day schedule for all students with a minimum of 10 additional hours a week that includes adequate time for interventions, clubs, individual portfolio study, meals, physical activity, teacher planning, and high quality instruction in core subjects of reading, math, social studies, and science for elementary, middle, and high school students.**

**Action Step 5: Partner with local colleges to explore a mentor/instructional coaching model for improved teacher effectiveness.**

**Action Step 6: Study successful international coaching/mentoring models to evaluate and restructure Bibb County's use of instructional coaches and to design a model that effectively utilizes expert teachers in the capacity of coaches, mentors, and site "staff developers."**

**Action Step 7: Provide all teachers professional development in gifted strategies to be utilized in all classrooms at all levels.**

**Strategy 3: Improve the level of instructional expertise of all teachers by utilizing the Teacher Keys Model of evaluation, by providing ongoing, job-embedded, staff development, and by connecting evaluations to student results.**

**Action Step 1: Implement the Teacher/Leader Keys State Evaluation System required of Race to the Top districts.**

**Goal 3: Prepare staff to attain necessary 21<sup>st</sup> century skills to excel at integrating technology in instruction.**

**Strategy 1: Acquire new systems and/or modify existing systems so that information is shared appropriately and seamlessly throughout the district in order to streamline processes, reduce duplication of effort, and facilitate information analysis according to need.**

**Action Step 1: Assess current technology applications to determine which support effective and efficient communication and increase productivity.**

**Action Step 2: Review data and determine which applications should be replaced to improve communication and productivity.**

**Strategy 2: Establish foundational technology proficiencies that prepare all students and staff to increase productivity and improve student outcomes in support of the district mission, vision, and core values.**

**Action Step 1: Prepare and deliver a comprehensive technology development plan that prioritizes, monitors, and coordinates resources for learning.**

**Action Step 2: Provide on-going, job-embedded, professional development that prepares all students and staff to utilize technology to increase productivity and improve student outcomes.**

**Strategy 3: Identify, purchase, and effectively and efficiently support technology-based curriculum programs and/or tools to promote 21<sup>st</sup> century skills designed to increase student achievement.**

**Action Step 1: Identify current technology-based curriculum programs and/or tools purchased by the district or sites, assess the level of implementation, and determine whether continued use is indicated.**

**Action Step 2: Develop a process for software request and approval that ensures adequate support for implementation of curricular-based technology.**

**Action Step 3: Allocate technology resources according to curricular priorities and needs established by federal, state, and local grants and programs.**

# Focus on Parents and Community

**Goal 1: Provide a receptive environment that fosters active engagement, accountability, and collaboration to support families and promote college readiness.**

**Strategy 1: Develop and implement a system to assess and improve family and community experiences when visiting all district sites.**

Action Step 1: Provide training for district staff that focuses on positive engagement of family and community members.

Action Step 2: Provide training and computer access to parents to monitor grades and progress of their children.

Action Step 3: Develop a positive communication system between staff and parents that creates a culture of trust and support.

**Strategy 2: Develop and implement district-wide site councils to evaluate policy and monitor student performance.**

Action Step 1: Create and implement district-wide site councils consisting of district staff, parents, and community members to review policies regarding student discipline, attendance, and academic performance and to make suggestions to the Superintendent.

**Strategy 3: Develop and implement a volunteer program for community partners, parents, and community members.**

Action Step 1: Create an educational training program for parents and community volunteers which prepares them to assist students with a variety of needs.

**Goal 2: Partner with parents, community members, and community agencies to strategically align resources to enhance student learning.**

**Strategy 1: Develop collaborative partnerships which will assist the school district in fulfilling its mission.**

Action Step 1: Create and develop partnerships with local government agencies and other community organizations to establish countywide collaborative support of the school district mission.

Action Step 2: Establish expectations for district leaders to become involved with civic clubs and/or community organizations.

Action Step 3: Provide mandatory weekend and evening instruction for students, in collaboration with community organizations, as an alternative to suspension.

Action Step 4: Partner with area colleges to provide Adult Education classes for parents and other members of the community.

**Goal 3: Provide training and development opportunities designed to empower parents, create positive home-school relationships, reinforce building strength of character, and support high levels of student achievement.**

**Strategy 1: Develop, implement, and monitor a parent training program that empowers parents as advocates for their children and is aligned with the mission, vision, and core values of the school district.**

**Action Step 1: Identify and deliver foundational and customized parent training that establishes parents as key partners in ensuring all students build strength of character and are college ready.**

**Action Step 2: Develop and implement an evaluation system to determine strengths of training programs and/or to identify changes or additions that need to be made to parent training programs.**

**Action Step 3: Develop parents' skills as advocates for their own children through collaboration with district Parent Advocates.**

# Focus on Teaching and Learning

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| <b>Goal 1: Obtain, analyze, and use data to regularly monitor and improve the system so that all students build strength of character and are college ready.</b>  |
| <b>Strategy 1: Establish clear processes and procedures to ensure compliance with all local, state, and federal testing requirements.</b>   |
| Action Step 1: Provide training, resources, and clear accountability expectations (i.e., including specific consequences for cheating or other ethical violations) for all staff members responsible for processing and administering required assessments.   |
| <b>Strategy 2: Use the state's Online Assessment System (i.e., OAS) to collect summative and benchmark assessment data, to review and analyze data, to formulate feedback, to drive instruction to maximize student learning, and to determine teacher effectiveness at the district, site, and classroom levels.</b> |
| Action Step 1: Provide training and clear expectations for leaders regarding the use of the state's Online Assessment System (i.e., OAS).   |
| Action Step 2: Provide training and clear expectations for teachers regarding the use of the OAS and establish structures and practices necessary for regular data monitoring.  |
| Action Step 3: Use collaborative teams to analyze data and formulate feedback to drive instruction in order to maximize learning at all levels.   |
| <b>Strategy 3: Develop, administer, and utilize common, system-level, unit assessments and final examinations in reading and math at all grade levels.</b>  |
| Action Step 1: Use OAS test item banks to create district-developed, aligned, unit assessments and final examinations that will be administered according to the district testing calendar.   |
| Action Step 2: Conduct an item analysis of district-developed assessments to ensure they are aligned and correlated with federal and state accountability tests.  |
| <b>Strategy 4: Utilize quarterly benchmark assessments to identify students needing intervention and utilize available time, including intercession, to provide intensive instruction designed to accelerate students toward on-time graduation.</b>  |
| Action Step 1: Utilize data gathered from quarterly benchmark assessments to identify students who have unmet learning needs in math and reading.   |
| Action Step 2: Purchase interventions, implement with fidelity (i.e., evaluate with implementation rubrics), and regularly monitor students' progress (i.e., weekly) to determine whether the intervention is effective and, based on the data review, continue, modify,  |

or change the students' instruction to ensure that learning is accelerated.

**Action Step 3:** Evaluate the effectiveness of each intervention with particular student groups to ensure strategic placement of students in intervention.

**Strategy 5:** Use a research-based, program evaluation tool to assess initiatives designed to build strength of character and use data to develop consistent and effective practices for selecting and implementing effective programs across the district.

**Action Step 1:** Identify and administer a research-based, program evaluation tool for initiatives designed to build strength of character.

**Action Step 2:** Utilize data gathered from program evaluation tools to determine effectiveness of initiatives to build strength of character and decide whether to continue or discontinue efforts.

## **Goal 2: Apply research-based skills and strategies to improve instruction so students are college ready.**

**Strategy 1:** Design instruction that challenges students by maintaining high expectations, creating specific and attainable learning goals, and creating opportunities for students to evaluate their progress.

**Action Step 1:** Create structures for teachers to regularly evaluate curriculum and incorporate proficiency targets for all students into daily instruction.

**Action Step 2:** Explore and implement research-based instructional models at all elementary schools (e.g., departmentalization, flexible grouping, and cooperative learning).

**Action Step 3:** Provide a daily, 90 minute reading block for all K-3 students with consistent, high quality English reading instruction that develops skills in phonics, phonemic awareness, vocabulary, fluency, and comprehension in order to reach reading proficiency by the end of third grade.

**Action Step 4:** Provide all students with high level math instruction in grades K-5 (i.e., 75 minutes), 6-8 (i.e., 60 minutes), 9-12 (i.e., 55 minutes) by following the CCGPS consistently in all classrooms across the district.

**Action Step 5:** Require exemplars training in problem solving for all K-12 math teachers and numeracy strategy/conceptual teaching training for all K-5 teachers of math.

**Action Step 6:** Expect writing to be a daily lesson component in all classrooms K-3 and integrated into subject areas on a regular basis in grades 4-12.

**Action Step 7:** Require that Social Studies and Science are taught a minimum of three hours per week at all elementary and middle schools.

**Action Step 8: Provide a variety of intervention programs to accelerate learning in reading and math.**

**Action Step 9: Build a minimum of 30 minutes of daily intervention/extension time into the school schedule.**

**Action Step 10: Provide intensive professional development for all teachers in grades 6-12 to become proficient reading instructors so they can assist students in addressing reading deficiencies.**

**Action Step 11: Deliver language instruction in Mandarin Chinese to all preK-12 students.**

**Action Step 12: Explore resources for other available second language experiential learning opportunities for Bibb County School Students (e.g., two week summer camp experiences in Europe and other countries).**

**Action Step 13: Evaluate and rewrite district policies and procedures (i.e., report cards, homework, and grading) and align practices to standards, rubrics, and clearly defined proficiency targets for each student.**

**Strategy 2: Provide instruction, access, and opportunities to develop healthy living choices for students and staff.**

**Action Step 1: Provide daily, exercise options for students through regularly-scheduled, physical education classes (i.e., elementary, middle school, and high school from 3-5 times per week) and daily, non-structured, exercise sessions for elementary students.**

**Action Step 2: Design and implement a food service program that incorporates natural, homegrown foods into healthy breakfast and lunch meal choices.**

**Action Step 3: Provide healthy living programs at strategically located school sites for staff members to engage in medically approved programs that are designed to address common health related issues such as stress, illness, anxiety, depression, smoking cessation, weight reduction, and diabetes.**

**Action Step 4: Provide low cost, fitness facilities at strategically located district and/or school sites for staff members to access fitness programs, classes, and individualized exercise programs.**

**Action Step 5: Identify and provide district incentives to encourage participation in a healthy lifestyle.**

**Strategy 3: Create innovative instructional practices that incorporate technology and available online resources to provide highly engaging instruction for students.**

**Action Step 1: Determine existing technology resources that improve instruction and engage students as learners.**

**Action Step 2: Determine the educational technologies and applications that enhance existing curricula, promote advanced thinking skills, and encourage development of 21<sup>st</sup> century skills.**

Action Step 3: Explore research (e.g., University of Central Florida) and use technology to provide innovative, staff development training through the use of avatars.

Action Step 4: Provide virtual learning opportunities for students through the use of student avatars (i.e., virtual field trips and bringing historical figures to life).

### **Goal 3: Build adult capacity to accelerate learning for student populations who have historically underachieved.**

**Strategy 1: Create a culture of equity that addresses systemic racism through the use of the *Courageous Conversations* protocol.**

Action Step 1: Provide ongoing training in *Courageous Conversations* by Pacific Education Group.

Action Step 2: Provide ongoing support for implementation through use of “equity walk-throughs” and targeted professional feedback.

**Strategy 2: Develop the efficacy mindset among staff, students, and parents so that all students will have strength of character and be college ready.**

Action Step 1: Provide Efficacy Training for all staff.

Action Step 2: Provide ongoing support for implementation through use of “efficacy walk-throughs” and targeted professional feedback.

Action Step 3: Provide Response to Intervention (i.e., RTI) resources for all students in all buildings.

**Strategy 3: Develop a review team responsible for ongoing evaluation of curriculum, specifically related to educational bias, stereotypes, cultural, and racial discrimination.**

Action Step 1: Establish an equity review team that actively participates in the process of ongoing curriculum evaluation.

Action Step 2: Collect and review data at all levels and adjust policies and practices to ensure all student populations (e.g., particularly those who have been disproportionately represented, such as students of color) are proportionately represented in all courses (e.g., advanced studies, special education, and fine arts) as well as in co-curricular and extra-curricular activities.

### **Goal 4: Create daily experiences that challenge student learning at levels of analysis, synthesis, and evaluation.**

**Strategy 1: Incorporate a rigorous course of study for prek-12 students in order to elevate interest and motivation for learning.**

Action Step 1: Create classrooms where students are challenged by high expectations and are engaged in evaluating their own progress on teacher and student-established learning goals.

**Action Step 2: Train certified staff to utilize research-based, instructional strategies that have proven, positive impact on student learning including, but not limited to: peer tutoring, reciprocal teaching, problem-solving teaching, self-verbalization, self-questioning, and cooperative versus competitive learning.**

**Action Step 3: Provide gifted instruction, Advanced Placement classes, and Honors classes for all students.**

**Action Step 4: Transition from lecture-style instruction to more active, collaborative learning (e.g., “flip” curriculum).**

**Action Step 5: Require all elementary-aged students to initiate a portfolio based on a specific area of personal interest that they will continue to develop through high school (i.e., modeled after the Genius Project).**

# Focus on Technology

**Goal 1: Develop a 21st century, wireless connection so that employees, students, and parents have equitable access to information essential to support student success.**

**Strategy 1: Design, build, maintain, and continually enhance Bibb County Schools technology infrastructure to enable total hardwired/wireless connectivity for sharing of teaching, learning, research, scholarship, the arts, and engagement anywhere at any time.**

**Action Step 1: Build a suitable, reliable, hardwired connection between all facilities in Bibb County.**

**Action Step 2: Implement District Standards to define the following: classroom configuration, building configuration, district level configuration, bandwidth needs, equipment replacement schedule, and disaster recovery.**

**Action Step 3: Design and build a metropolitan, free, wireless system that allows any faculty, student, or parent in Bibb County to partner and utilize the wireless connection.**

**Action Step 4: Provide and ensure that online library resources, collection space, and other tools and technologies for learning and communicating are available for faculty, students, parents, and other partners where appropriate.**

**Action Step 5: Identify, utilize, and periodically update hardware and wireless connections for the teaching, learning, and business environments.**

**Action Step 6: Provide free, home internet access to students.**

**Action Step 7: Work with local organizations and foundations to provide students living in poverty with a home computer.**

**Action Step 8: Continue a convenient financing program to district staff to purchase personal lap top computers.**

**Strategy 2: Enhance district effectiveness through the application of technologies including, but not limited to, a seamless, county-wide super-cloud shared with public and private partners.**

**Action Step 1: Create a process to reward and showcase students and staff who have successfully introduced innovative technology applications.**

**Action Step 2: Provide training for information technology professionals and the community partners connected to our super wide web community.**

**Action Step 3: Create a system that allows video conferencing and video streaming activities to enhance communication and education across a broad geographical distribution.**

**Action Step 4: Create and add virtual learning activities to individual classrooms so students can learn independently and in the home.**

**Goal 2: Coordinate programs and services to ensure reliable and efficient implementation of new classroom (i.e., physical and/or virtual) technologies for the entire district.**

**Strategy 1: Provide training, monitor implementation, and assess results of systems and programs in use across the district to ensure that student results and staff productivity are positively impacted by available technology.**

**Action Step 1: Create simple and secure methods of sharing electronic teaching materials among faculty, students, and local colleges and universities.**

**Action Step 2: Provide institutional course management systems, e-portfolios, and state-of-the-art messaging and communication services.**

**Action Step 3: Provide expanded, on-line learning opportunities for students and for staff.**

**Action Step 4: Explore providing every student with a hand-held technology tool that supports and/or accelerates classroom learning.**

**Action Step 5: Develop the skill and measure the success of all district students and staff in becoming competent users of provided technology.**

# Focus on Structure of Schools

**Goal 1: Design and implement a district-wide calendar which minimizes significant learning-loss and increases student achievement and development.**

**Strategy 1: Research effective year-round instructional calendars (i.e., national and international), identify those that maximize student learning, and implement a calendar that responds to the unique learning needs of the 21<sup>st</sup> century learner.**

**Action Step 1: Collaborate with local universities to provide additional dual enrollment opportunities, mentoring experiences, and instructional opportunities for students.**

**Action Step 2: Establish a partnership with local medical hospitals, businesses, faith-based organizations, and non-profit agencies to provide innovative internships as well as cultural and social learning opportunities for students.**

**Action Step 3: Develop a year-round school calendar which maximizes instructional time and provides additional time for strategic intervention and extension for all students.**

**Goal 2: Create a portfolio of schools of choice designed to maximize achievement where students and families make informed decisions regarding school options.**

**Strategy 1: Develop transitional, yet sustainable educational alternatives for students who perform better in a non-traditional school setting.**

**Action Step 1: Research effective alternative school structures (i.e., nationally and internationally) and identify those that maximize student learning.**

**Action Step 2: Develop a steering committee to create a plan for a minimum of two alternative schools.**

**Action Step 3: Ensure all alternative schools are designed to support “on-time” high school graduation through providing a broad range of structures and supports to recover credit and accelerate learning (e.g., alternate school year, alternate school day, alternate course structures, and aggressive credit recovery components).**

**Action Step 4: Develop a preliminary budget that reflects costs (i.e., including potential savings and potential expenses), review the financial impact of the implementation of the alternative schools plan, and align finances with the implementation of the district’s Strategic Plan.**

Action Step 5: Make final adjustments to the plan, finalize the budget, and communicate the key components of the alternative schools plan to internal and external stakeholders.

**Strategy 2: Develop a comprehensive plan, based on research and internal and external input, to create a portfolio of schools reflecting a broad range of interest-based learning options for students.**

Action Step 1: Review data collected from internal and external stakeholders to determine the focus of portfolio schools district-wide.

Action Step 2: Develop a steering committee consisting of key district, department, and building leaders and staff representatives to review current research and input to produce a comprehensive, portfolio schools plan that includes clear timelines for implementation.

Action Step 3: Develop sub-committees charged with generating detailed “sub-plans” which identify key structures and practices that must be developed, reviewed, revised, and realigned to successfully support a portfolio of schools.

Action Step 4: Explore forming a collaborative partnership with public transportation providers to offer economically efficient transportation to, and from, portfolio schools for high school aged students.

Action Step 5: Create partnerships with post-secondary institutions to provide instructional pathways in the high school setting that provide each student with the opportunity to earn a minimum of 30 college credits while completing high school graduation requirements.

Action Step 6: Include a preliminary budget that reflects costs (i.e., including potential savings and potential expenses), review the financial impact of the implementation of the portfolio schools plan, and align finances with the implementation of the district’s Strategic Plan.

Action Step 7: Review current federal, state, and local requirements and/or expectations, incorporate aligned requirements and/or expectations into the plan, and identify and record any barriers presented by federal, state, or local requirements and/or expectations.

Action Step 8: Compile barriers to implementation of the plan and identify potential solutions, including requesting waivers from appropriate federal and/or state offices.

Action Step 9: Make final adjustments to the plan, finalize the budget, and communicate the key components of the portfolio schools of choice to internal and external stakeholders.

**Strategy 3: Present plan to district leaders, district departments, and schools and begin “pre-work” necessary for beginning implementation of the portfolio schools plan in Fall 2013.**

Action Step 1: Systematically prepare for successful implementation of the portfolio model.

**Strategy 4: Launch portfolio schools in Fall 2013 and develop and implement clear targets and evaluation measures for assessment of portfolio schools.**

Action Step 1: Review the success of structures and strategies put in place to “launch” portfolio schools after one year of implementation and make appropriate adjustments to improve processes for fall 2014.

Action Step 2: Utilize, review, and adapt evaluation measures specified in the district’s strategic plan, determine and develop additional measures that may be needed to evaluate the success of portfolio schools, and regularly assess and monitor the success of the schools.

Action Step 3: Provide feedback to schools based on data and provide commendations and expectations for improvement for the following school year.

Action Step 4: Identify schools that must be redesigned following analysis of three years of initial implementation data, and analysis of data each subsequent year.

Action Step 5: Reconstitute, close, or turn into a charter school any schools that persistently and chronically underperform for five consecutive years following the redesign process.

**Goal 3: Design and implement a 21<sup>st</sup> century structure to maximize district performance and efficiency.**

**Strategy 1: Create financial efficiencies by redesigning grade level configurations (i.e., PreK-3, 4-7, and 8-12), changing master schedules, aligning building closures, and adjusting staffing levels through attrition.**

Action Step 1: Change the high school schedule from the current four block schedule to a seven period day which creates savings of approximately \$1.5 to 3 million dollars.

Action Step 2: Close up to 12 elementary schools and level class sizes (i.e., beginning in 2013 and extending through 2018) to create facility, maintenance, and administrative efficiencies for an approximate savings of \$3-4 million with additional staff reductions through attrition for savings of approximately \$15-20 million dollars.

**Strategy 2: Evaluate the location of the central office, the structure of departments, and the process for making staff assignments and identify adjustments needed to establish greater effectiveness and/or efficiency.**

Action Step 1: Redesign and restructure all departments by identifying the required levels of staffing and expertise needed to support the goals of the Strategic Plan.

Action Step 2: Explore methods for increasing economic efficiency (i.e., realizing a savings of approximately \$400,000) while improving the quality and scope of service provided by the Human Resources Department.

**Action Step 3: Create a Research and Assessment Department to provide comprehensive data collection, analysis, and training that supports instructional effectiveness, program quality, and student achievement.**

**Action Step 4: Move the Central Office of Bibb County Schools to another location and develop a student and adult business school at the current central office location at 484 Mulberry Street.**

**Action Step 5: Develop succession plans for all mid and upper level management to ensure students' learning remains a primary focus, to ensure key district functions are maintained at high levels of quality, and to support sustainability of critical district initiatives.**

**Action Step 6: Reassign building and department administrators every five years with the exception of specialized areas (e.g., finance, legal, transportation, and food service).**

**Action Step 7: Determine a process to assign instructional staff to portfolio schools of choice based on interest and/or expertise.**

**Goal 4: Develop and maintain a five-year, financial projection and spending plan which supports student achievement and provides the resources for a rigorous instructional program.**

**Strategy 1: Review and redesign the Finance Department's Operating Policies and Procedures to improve the department's effectiveness in managing the school district's fiscal responsibilities.**

**Action Step 1: Study student-weighted, budget allocation formulas.**

**Action Step 2: Establish consistent practices for communicating with stakeholders regarding district budgets.**

**Action Step 3: Review expenditure patterns and make use of a needs assessment to ensure that each school is provided the necessary financial support (i.e., within the constraints of local, state, and federal funding) to meet the needs of all 21<sup>st</sup> century learners.**

**Action Step 4: Provide professional development to school and departmental (i.e., non-accounting) personnel designed to provide them with the support needed to fully utilize all accounting, budgeting, and purchasing functions and to ensure complete understanding of all financial data they are provided.**

**Action Step 5: Develop processes and procedures which enable the Finance Department to meet or exceed customer needs, requirements, and reasonable expectations.**

**Action Step 6: Explore an Early Retirement Incentive Program for district employees.**

**Action Step 7: Make use of live birth data and perinatal statistics provided by county agencies to project student enrollment.**

**Goal 5: Ensure that the District's facilities are designed and maintained to meet the teaching and learning requirements of 21<sup>st</sup> century learners.**

**Strategy 1: Provide 21<sup>st</sup> century facilities that are appropriate and meet the students' needs.**

**Action Step 1: Develop a Five-Year Facility Plan which ensures that all facility needs are represented and that all needed improvements and/or renovations are completed in a timely manner.**

**Action Step 2: Maintain and monitor a clean, safe, and appropriate work environment for all students, staff, and visitors.**

**Action Step 3: Provide dormitory style housing to students who are experiencing unforeseeable circumstances.**

**Goal 6: Organize and optimize financial resources to ensure that our students have strength of character and are college ready.**

**Strategy 1: Centralize the district's financial procedures and processes in order to ensure the most effective and efficient management of district resources.**

**Action Step 1: Establish procedures that ensure all cash and monetary transactions are processed exclusively by the Central Office Finance Department.**

**Action Step 2: Place all services directly related to finance for bids on a regular basis.**

**Action Step 3: Identify procedures and practices that will move the school district toward a paperless system of operation.**