

Part V – Additional Components to Be Addressed to Satisfy Federal Requirements

1. Teacher Mentoring: Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)
BCHS participates in the Alabama Teacher Mentoring Program and the Bibb County mentoring program whereby new teachers are assigned to experienced teachers to serve as mentors. Mentors will provide many for support. They may model teaching strategies for new teachers, observe in the new teacher's classroom, and provide general encouragement.
2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year <u>Title I schools identified for improvement</u> must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> opportunities for teachers. Budgets should reflect this set-aside). See the sample budget on a later page.
All federal, state, and local programs are focused on one or all of the areas of need identified by this Continuous Improvement Plan.
3. Transition: Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.
Eighth grade students develop their ninth grade schedules and 4-year academic plan with the high school counselor. There is also an orientation meeting specifically for ninth grade students and their parents. Additional Ninth Grade Academy is being used to facilitate a smooth transition to 9 th grade and from there on to 10 th grade. Twelfth graders have an opportunity to attend College Day at the University of Alabama where they can obtain information about multiple colleges, universities, junior colleges, and technical schools. Also, the counselor helps guide the students through taking college entrance exams and searching for scholarships in whatever area students are interested.
4. Highly Qualified Teachers: Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with support of the LEA, uses to attract and retain highly qualified teachers.
The Bibb County Board of Education actively recruits teachers throughout the year. Personnel attend recruiting day activities at numerous surrounding institution of higher education. Applications, salary schedules, configurations and contact information are disseminated. On-site interviews are conducted with potential employees. Resumes are collected and used to follow-up with personnel needed to fill vacancies as they occur in the school system. Vacancies are posted for the appropriate amount of time at each worksite in the district and on the district website. Transfers are also considered. Additional recruiting strategies involve contacting other districts and institutions of higher education to request contact information on applicants.
5. Assessments and Teacher Involvement: Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information and improve the achievement of individual students and the overall instructional program.
All teachers meet monthly, either in department meetings or school-wide faculty meetings for data assessment. Work has already been done to analyze existing AHSGE results. Quarterly tests are also analyzed and used as an assessment tool that is powerful to guiding instruction. BCHS works toward being data-driven in all of its academic programs.
6. Special Populations: Describe programs used for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.
The Bibb County School district provides programs for migrant students and homeless students as needed. BCHS currently does not have any migrant students or homeless students.
7. Extended Learning Opportunities: Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.
Academic teachers voluntarily stay after school one day per week to provide tutoring to interested students. In addition, intensive tutoring is provided immediately prior to the administration of each AHSGE. Credit recovery options are offered through Saturday School, and summer school will be provided free-of-charge to any student who is trying to regain credit for a course that he/she failed previously.

Part VI – Additional Components To Be Addressed to Satisfy Federal Requirements Related to Parental Involvement:

A. Parental Involvement: 1) Describe how the school will convene an annual meeting to inform parents of Title I requirements and offerings; 2) how there will be a flexible number and format of parent meetings offered; 3) how parents will be involved in the planning, review and improvement of the Title I Program; and 4) how funds allocated for parent involvement are being used in the school.

Annual Meeting: As part of the district-wide Parental Involvement Day, Bibb County High School will hold its annual meeting for parents of all participating children. Parents will be notified of the meeting by notices sent home in a language that they can understand, when appropriate. Topics discussed at this meeting may include:

- Title I participation, its services and parent’s rights
- The school’s curriculum and the state’s content standards
- The Continuous Improvement Plan
- School-Parent Compacts

Flexible Meeting Times: Bibb County High School will offer a flexible number of meetings (during and after school hours) and may provide transportation, child care, or home visits, as such services relate to parental involvement with Title I funds.

Involve Parents in Planning, Review, and Improvement of Title I Programs: Bibb County High School involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement policy and joint development of the School Wide Plan. Opportunity is given to parents to review the School Wide Plan including the parental involvement plan during the review process at the end of each year and before it is approved. In addition, program input is requested through parent surveys distributed at the end of the school year for insight into parent’s interests in activities, training, or materials the school could offer to parents during the next school year. It is also hoped that our newly established PTO will take an active role in the planning, review, and improvement process.

B. Parental Involvement: Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

During its Annual Meeting, Bibb County High School will present timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet. In addition, when requested by the parents, Bibb County High School will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible. Parents are also encouraged to visit their child’s teachers on the two Statewide Parent Visitation days held each year.

C. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact).

Parents shall be given the opportunity to jointly develop and annually review a school-parent compact. The compact will outline how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State’s high standards. The School-Parent Compact shall:

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

D. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan

Each spring when the School Parent Involvement Plan is under revision all parents are invited to attend a planning meeting to provide input and suggestions for the plan. Parents may also express written/verbal comments on the plan when the school makes the plan available to the local educational agency.

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

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

1. **Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**
 - Hold an orientation session for parents before the school year begins and an annual meeting during the first few months of school to provide information on the Title I program as well as information about state and local assessments as well as the curriculum.
2. **Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**
 - Provide newsletters on Parent Visitation days with helpful hints on improving student academic achievement and provide workshops as requested and needed.
3. **Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**
 - Parental involvement professional development opportunities will be provided through system-wide in-service programs when available and monthly faculty meetings when needed.
4. **Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (Describe)**
 - This CIP ensures that all school programs work together to accomplish the same goals.
 - Hold multiple parent involvement meetings, both morning and evening hours, and provide parents with a calendar of events listing school programs and activities.
5. **Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**
 - Utilize Home Language Surveys to determine the language of parents
 - When feasible, attain translated copies of newsletters, forms, announcements, etc.