

# SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

**NAME OF SCHOOL/PRINCIPAL:**

Bainbridge High School – Principal Roy Mathews

**NAME OF DISTRICT/SUPERINTENDENT:**

Decatur County – Mr. Tim Cochran

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Comprehensive Support School       | <input type="checkbox"/> Targeted Support School | <input checked="" type="checkbox"/> Schoolwide Title 1 School |
| <input type="checkbox"/> Targeted Assistance Title 1 School | <input type="checkbox"/> Non-Title 1 School      | <input type="checkbox"/> Opportunity School                   |

## DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

**SIGNATURES:**

Superintendent \_\_\_\_\_ Date

Principal Supervisor \_\_\_\_\_ Date

Principal \_\_\_\_\_ Date

Title 1 Director \_\_\_\_\_ Date

(Title 1 Schools only)

**Planning Committee Members (SWP 8, 16)**

Name/ Position/Role	Name/ Position/Role
Roy Mathews - Principal	Tonya Welch – CTAE teacher
Jessica Boyett – ELA teacher	Michelle Miller – ELA teacher
Pamela Bland - CTAE teacher	Scott Miller – Assistant Principal
Gina Burke - Lead Instructional teacher	Claudia Montague – Media specialist
Lindsay Jarrett – Social Studies teacher	Christine Pugh – Assistant Principal
Heidi Chambers – ELA teacher	Amy Thomas – Math teacher
Marilyn Melton – PLC Director	Vonda Hubbard – CTAE Director
James Robinson – Social Studies Teacher	Sean Johnson – Assistant Principal
James Harris – Assistant Principal	Joe Sweet – Science teacher
Amy Howell – Science teacher	David Mackey – Assistant Principal
Pauncho Hufstetler – Social Studies teacher	Donna Roland – Read 180 teacher
Joseph Kelly – Math teacher	
April Tabb – Guidance counselor	

**Title I only (SWP 10, 15, 19)**

The Letter of Intent for Title I Schoolwide was submitted on \_\_\_\_\_.

Please indicate the programs that are consolidated in this plan: \_\_\_\_\_

School Designated as a Priority School  NO  (Yes or No)

School Designated as a Focus School  NO  (Yes or No)

## Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Student academic need	Evidence of need	Possible action	Implications/ impact of action	Priority
<p>Improve student stagnate and low test scores as indicated by the Georgia Milestones and benchmark assessments.</p>	<p>Supervision/Observation Data</p> <p>TKES</p> <p>Instructional Rounds</p> <p>RI reports</p> <p>Teacher Observations/Instructional Rounds, and the Instructional Rounds show a need for the increase of higher order thinking and questions and student centered learning</p> <p>Academic achievement data (benchmarks, EOCs, AP, SAT, ACT and Pre/Post tests)</p>	<p>Develop and use on a consistent basis a balanced system of <u>common</u> assessments including diagnostic, formative, and summative to monitor learning and to inform instruction</p> <p>Utilize Illuminate to create standard-based assessments, analyze and track student performance, increase reading stamina, and create remediation/enrichment plans</p> <p>Develop classroom and student data tracking charts to help monitor needed instructional interventions</p> <p>Provide and share DOK strategies/activities through Study Groups</p> <p>Realign tests for higher DOK using Illuminate</p> <p>Develop multi-purpose projects (STEM) that allows students to work independently and on teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.</p> <p>Provide more open-ended, real-world application activities based on SLoL training and state FAL lessons</p> <p>Create common curriculum guides with learning targets that focus on state achievement level descriptors</p>	<p>Improvement in grades and test scores (achievement and performance)</p> <p>Student grades reflect mastery of the standards</p> <p>Improved grading practices in a standards-based environment</p> <p>Improved student ownership and responsibility for monitoring and taking an active role in their learning.</p> <p>Improved standards-based assessments that are data driven.</p> <p>Increased achievement</p> <p>Increased scores</p>	<p>1</p>

		<p>Implement Edgenuity credit recovery program to remediate students and allow them to gain credit using a more rigorous program.</p> <p>Follow up among Administrative Team and Teacher Observations</p> <p>Implement Kate Kinsella strategies with struggling readers and writers.</p> <p>Collect data using the “Focus Walks” from administration. Admin will follow up with teachers providing feedback on instruction.</p> <p>Implement benchmark testing in core academics every 4 ½ weeks to track student progress</p> <p>Increase digital learning lessons to increase rigor and student engagement</p>	<p>Increased rigor on tests and assessments including more reading passages and constructed responses</p> <p>List of DOK strategies for writing better questions</p> <p>Increased student autonomy</p> <p>Increased ability of students to verbalize their thoughts orally and written.</p>	
<p>Increase the number of students that are College and Career Ready</p>	<p>CCRPI</p> <p>EOPA results</p> <p>Dual Enrollment totals</p> <p>Number of students receiving a post secondary credential</p> <p>AP enrollment totals</p>	<p>Increase the number of students enrolled at ABAC or Southern Regional Technical College by supplying information for free ACCUPLACER prep help, free math tutoring, and posting links to free ACCUPLACER apps on our website.</p> <p>Increase the number of college and technical courses taught on our campus.</p> <p>Increase the number of AP courses in math and science.</p> <p>Increase the number of teachers attending AP Summer Institute</p> <p>Incorporate soft skills and technical</p>	<p>Increase the number of pathway completions</p> <p>Increase community partnerships and <sup>12</sup>development.</p> <p>Increase the number of skilled graduates that are work-ready</p> <p>Increase the number of students receiving a 3 or higher on AP exams</p>	

		writing (resumes, emails, letters, etc) in Senior ELA classes		
Increase the number of teachers who teach using synchronous learning using digital learning.	Projected increase in students choosing to use distance learning rather than face-to-face instruction.	<p>Requirement of teachers to use Google Classroom as a platform for online learning.</p> <p>Google 1 certification requirement for certified staff.</p> <p>Professional Development on synchronous learning provided by Decatur County and offered through webinars watched independently.</p> <p>Continued PD on digital learning to develop instructional units.</p> <p>Begin implementing Google 2 certification for certified staff</p>	<p>Students become more independent learners.</p> <p>Students better prepared for online and in-person college courses that required independent work and thinking.</p> <p>Teachers are constantly updating and revising units to focus on the most important standards,</p> <p>Increase in teacher collaboration</p>	

**SMART GOAL #1** The number of students scoring level 3 – 4 on the EOCs will increase in all subject areas by 3% for all learners.

Georgia Department of Education

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
To be completed during school year	9-12	<p>Continue common planning for EOC teachers in specific subject areas.</p> <p>Continue teacher collaboration in order to ensure an increase in student engagement</p> <p>Utilize formative assessments to inform instruction</p> <p>Use data from summative assessments to address remediation and review. (Illuminate and Problem Attic)</p> <p>Increase rigor through the use of constructed response items.</p> <p>Continue use of technology on summative assessments in order to ensure student familiarity with online EOC assessments.</p> <p>Teachers will collaborate vertically and identify priority standards, design, and share formative assessments.</p> <p>Teachers will utilize Blended Learning (Schoology, GA Virtual School, Edgenuity, Study Island, Quizzizz, Quizlet, etc.) to accelerate, remediate, and personalize student growth in all subjects.</p> <p>Teachers will use benchmark assessments every 4 ½ weeks to track student achievement.</p> <p>Illuminate reports will be run every 4 ½ weeks so content areas can track student learning.</p>	CCRPI table number H	Scores increase using comparison 202--2021 school year.	<p>Master schedule</p> <p>Lesson plans/Curriculum Maps</p> <p>Usage reports from blended learning platforms, including mastery data</p> <p>Illuminate reports</p> <p>TLC meeting minutes</p> <p>Instructional rounds data showing mastery via formative or common assessments</p> <p>Problem Attic reports</p> <p>EOC reports</p>	

(SWP 2, 7, 9, 10) **SMART GOAL #2 Increase the number of students completing and passing an EOPA; receiving a technical college certificate or diploma; or earning 15 or more dual enrollment credits by 3%.**

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
To be completed during school year	9-12	<p>Students will have access to free math tutoring during and after school.</p> <p>BHS will develop positive working relationships with ABAC/Southern Regional Technical College.</p> <p>BHS will increase the number of college and technical courses taught on campus.</p> <p>BHS will provide transportation to ABAC/Southern Regional Technical College.</p> <p>BHS will communicate dual enrollment options with students, parents, staff and community</p> <p>Offer an SAT prep course that is split between a math and an English teacher</p>	<p>CCRPI table f-h</p> <p>Course Enrollment numbers in 2020-2021</p> <p>SAT scores</p> <p>ACT scores</p> <p>EOP exams results</p>	<p>Student schedules in dual enrollment courses</p> <p>Students schedules enrolled in SAT/ACT prep</p>	<p>Dual enrollment percentages as compared to 2020-2021 school year</p> <p>Number of students receiving post-secondary degrees</p> <p>Number of students passing an EOPA</p>	

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning	Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
-------------------------------------	--	---	---	--------------------------------------	--

	Teachers) (SWP 9)					
			Artifacts	Evidence		
2020-2021 school year	9-12	<p>Faculty will participate in online webinars instructing teachers how to develop and use synchronous learning in the classroom.</p> <p>Faculty will work collaboratively to develop instructional units for Google Classroom.</p> <p>Each faculty member will be trained in using Google Classroom as a platform for digital learning.</p> <p>Each faculty member will become certified in Google 1 and begin Google 2 certification</p> <p>Faculty will work collaboratively to develop instructional units in Edgenuity.</p> <p>Faculty will receive training in recording and uploading instructional videos in Google Classroom.</p> <p>BHS will offer professional development through study groups to all teachers and paras. Content will focus on using features in Google Suites to foster digital learners and promote understanding and student engagement</p> <p>Tech Tuesdays will allow teachers to learn new methods of digital instruction.</p>	<p>PD Express registration</p> <p>Google Classroom</p> <p>Edgenuity reports</p> <p>Benchmark assessments</p>	<p>Lesson plans</p> <p>TKES evaluations</p> <p>Designed units in Edgenuity and Google Classroom</p>	<p>Documentation of collaborative meetings</p> <p>Lesson Plans</p> <p>TKES observations</p> <p>Focus Walks summaries</p>	

## Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of	Professional Learning Timeline	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources



SMART Goals					
Train teachers how to switch from traditional classroom instruction to more synchronous learning using online learning platforms.	June-May	Teachers Zone leaders Lead teacher	Zone leaders Lead Teachers Content lead teacher	EOC scores Student course averages Edgenuity grades Benchmark assessments Focus Walks feedback	
Train teachers on how to implement Kate Kinsella strategies to increase student understanding, develop vocabulary, and comprehension.	July - May	Lead Teacher Lindsay Jarrett	Lesson Plans TKES/Walk-thrus Focus Walks	EOC results Course completion ESOL enrollment Focus Walks feedback	
Continue implementing teacher clarity principles when developing instructional lessons, assessing, and providing feedback	July-May	Lead Teacher Zone Leaders	PD Express Study Groups Focus Walks TKES	EOC scores Student course averages Edgenuity grades Benchmark assessments Focus Walks feedback	

## Professionally Qualified Staff

All courses are taught by professionally qualified staff. \_\_\_\_YES\_\_\_\_ (Yes or no)

If no, explain

Although Decatur Counties Professional Qualifications requires only a clearance certificate, we are unable to waive PQ for our teachers who teach our exceptional education population. However, we are continuing to strive to gain appropriate certifications so that all of our exceptional education teachers meet the PQ requirements under ESSA.

List efforts to recruit professionally qualified teachers to your school.

The Decatur County Human Resources Department strives to hire, retain and compensate employees commensurate with the skills and abilities to accomplish the purpose and goals of Decatur County Schools to be 100% PQ. Decatur County Schools strives to hire teachers and paraprofessionals that are 100% PQ in all areas, while continuing to follow the ESSA and district PQ requirements.

Describe how the school will ensure that low-income and minority children enrolled in the Title 1 school are not served at a disproportionate rate by ineffective, out-of-field, or inexperienced teachers. Sec. 1111 (g)(1)(B)

Decatur County Schools continues to work to attract and retain professionally qualified applicants, both teachers and school leaders, and continues to encourage employees to expand their knowledge/certification to meet critical needs areas. Continuous professional improvement is offered to educators in Decatur County Schools by providing a myriad of professional development opportunities, through Professional Learning Communities (PLC). Administrators and other school leaders provide increased knowledge in various topics. By providing professional development and professional learning communities, Decatur County promotes highly effective teachers. To ensure that ineffective teachers do not continuously teach minority and/or economically disadvantaged students, professional learning is mandated to support new teaching strategies and techniques. Teacher Key Effectiveness System is to monitor the effectiveness of all Decatur County teachers.

**Resources:**

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>

## School Name

### Table A

**Goal: Increase the four-year graduation rate average for Bainbridge High School & NBLC**

<b>2016 4-Year Rate</b>	<b>2017 4-Year Rate</b>	<b>2018 4-Year Rate</b>	<b>2019 4-Year Rate</b>	<b>2020</b>	<b>2021</b>	<b>2022 Target</b>
<b>86.2%</b>	<b>91.08%</b>	<b>93.75%</b>	<b>92.68%</b>	<b>92.7%</b>	<b>93.8%</b>	<b>94%</b>
<b>Actual Rate</b>	<b>Actual Rate</b>	<b>Actual Rate</b>	<b>Actual Rate</b>	<b>Actual Rate</b>	<b>Actual Rate</b>	

**Table B**  
**Bainbridge High School**  
**Goal: Increase student attendance**

2016 Attendance	2017 Attendance	2018 Attendance	2019 Attendance	2020 Attendance	2021 Attendance	2022 target
38%	36%	67.2%	69.67%	Covid - 19	62.19%	70%
6 days or less		Less than 10%				
Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	

**Table C**  
**Goal: Increase Teacher/Leader/Staff attendance**

School Level	2016 Attendance	2017 Attendance	2018 Attendance	2019 Attendance	2020 Attendance	2021 Attendance	2022 Target
Certified	62%	57.61%	58.42%**	59.01%	COVID 19%	61%	68%
Non Certified	48%	59.38%	58.23%**	59.43%	COVID 19%	64%	68%
Leadership	71%	87.5%	87.1%**	87.7%	COVID 19%	89%	91%

**School Name**

**Table D**

**Goal: Decrease the number of days of OSS and ISS**

School Level	2016 Suspensions	2017 Suspensions	2018 Suspensions	2019 Suspensions	2020 Target	2021 Target	2022 Target
OSS	480 days	402 days	979 days	455 days	COVID-19	347 Days	330 days
	Actual	Actual	Actual	Actual	COVID-19	Actual	Actual
ISS	743 days	791.5 days	589 days	758 days	COVID-19	368 Days	350 days
	Actual	Actual	Actual	Actual	COVID-19	Actual	Actual

**Bainbridge High School**

Georgia Department of Education

**Table E**

**Goal: Increase the percentage of students achieving Lexile Targets**

Schools	2016	2017	2018	2019	2020	2021	2022
Elementary 3rd	%	%	%	%	COVID -19	%	
650 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	COVID -19	Actual Rate	
Elementary 5th	%	%	%	%	COVID -19	%	
850 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	COVID -19	Actual Rate	
Middle School	%	%	%	%	COVID -19	%	
1050 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	COVID -19	Actual Rate	
High School	59.6%	49.7%	9 <sup>th</sup> – 50.6% 11 <sup>th</sup> – 43.6%	9 <sup>th</sup> – 58.8 % 11 <sup>th</sup> – 50.5 %	COVID -19	9 <sup>th</sup> 60% 11 <sup>th</sup> 54%	
1275 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	COVID -19		

**School Name**

Georgia Department of Education



**Table F - 1**

**Goal: Increase the percentage of Student Growth Percentiles 35 and higher in all content areas of Elementary or Middle School**

<b>Elementary</b>	<b>2016 Actual</b>	<b>2017 Actual</b>	<b>2018 Actual</b>	<b>2019 Actual</b>	<b>2020 Actual</b>	<b>2021 Actual</b>	<b>2022 Target</b>
<b>Reading</b>	%	%	%	%	<b>COVID -19</b>		
<b>Language Arts</b>	%	%	%	%	<b>COVID -19</b>		
<b>Math</b>	%	%	%	%	<b>COVID -19</b>		
<b>Science</b>	%	%	%	%	<b>COVID -19</b>		
<b>Social Studies</b>	%	%	%	%	<b>COVID -19</b>		

**School Name**

**Table F-2****Goal: Increase the percentage of Student Growth Percentiles 35 and higher in all content areas of high school**

<b>High School</b>	<b>2016 Actual</b>	<b>2017 Actual</b>	<b>2018 Actual</b>	<b>2019 Actual</b>	<b>2020 Actual</b>	<b>2021 Actual</b>	<b>2022 Target</b>
<b>Ninth Grade Lit/Comp And American Lit/Comp</b>	<b>48%</b>	<b>47%</b>	<b>53.65%</b>	<b>Not available</b>	<b>COVID- 19</b>	<b>Am Lit %</b>	<b>60%</b>
<b>Coordinate Algebra and Analytic Geometry</b>	<b>64%</b>	<b>67.7%</b>	<b>77.85%</b>	<b>Not available</b>	<b>COVID- 19</b>	<b>Alg %</b>	<b>80 %</b>
<b>U. S. History and Economics</b>	<b>58%</b>	<b>NA%</b>	<b>NA%</b>	<b>NA%</b>	<b>COVID- 19</b>	<b>USH %</b>	
<b>Physical Science and Biology</b>	<b>55%</b>	<b>NA%</b>	<b>NA%</b>	<b>NA%</b>	<b>COVID- 19</b>	<b>Biology %</b>	

**School Name**

**Table G**

**Goal: Increase the Percentage of Achievement Gap Points Earned**

School Level	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
Achievement Gap Points	4.2%	5%	98.1% ALL STUDENTS	55.8%	COVID-19	%	

**Table H**

**Goal: Increase CCRPI Scores**

School Level	2016 Actual	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
Overall Score	69.5	68.5	76.8	74.2	COVID-19	No scores	

## **Required Questions:**

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included. [Sec. 2103(b)(2)]

Parents were given opportunities at the school and district level for all Title I meetings to offer suggestions and provide feedback. During school council members/community conversations stakeholders are given the opportunity to offer feedback and suggestions for the upcoming school year. Faculty members are given the opportunity to participate in data analysis reviews, which occur throughout the school year. Needs are identified in this process. The Leadership Team/ School Wide Plan team then develops plans to target these areas of weakness in this current plan and the school's needs of the most at-risk students and action steps are planned.

Parents, students and community partners are invited to provide input and feedback. Parents & stakeholders are invited to the school wide plan meeting where we discuss the needs of our school and as for input on the spending plan for the 1% Parent Family Engagement set aside. Parents are also offered to submit feedback to the school at any time during the school year, as the form is supplied on our school website.

2. Provide a description of the Title 1 instructional program begin implemented at this Title 1 school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Sec. 1114(b)(7)(ii)

BHS offers a wide-variety of targeted interventions to meet the diverse needs of learners. Academic Stations has a certified special education teacher who works one on one with special education students and regular ed. students. Students receive homework help, remediation, acceleration, and assistance with completing make up work. BHS students also have access to free math tutoring twice a week on Tuesdays and Wednesdays until 4:30. Students can go anytime during the day to receive one on one help with math concepts. Study Island is another resource that is utilized to help remediate and accelerate students in EOC courses. Students are assigned practice assessments to help them standards that they have not yet mastered. In addition to Study Island, Edgenuity provides remediation and acceleration for students in all subjects.

BHS also provides GAP counselors for students with mental health needs. All guidance counselors will continue to attend mental health training professional development as to better serve students. A one-on-one mentoring program is also being used to help students who are at-risk due to mental health issues or home issues.

In addition to technology programs, BHS also provides READ 180 classes that are paired with the same 9<sup>th</sup> grade teacher second semester so as to continue work on personalized reading interventions. We also target weak math students by placing students who failed at least one of three GMAS math assessments in Foundations of Algebra. Students receive intense instruction to help prepare them for Algebra I.

Title I provides instructional support by providing a lead instructional teacher at BHS. The lead teacher assists the school/teachers with curriculum, support of quality instruction, and guiding in disaggregating of data to determine academic needs of most at-risk students.

3. Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education program to local elementary school programs. Sec 1114 (b)(7)(V).
  4. Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
    - Coordination with institutions of higher education, employers and local partners; and
    - Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. [Se. 1114(b)(7)(II)]
- Students will complete a career aptitude test using YouScience to not only find careers that interest students but to help students find a career that fits their skill sets and talents.
  - BHS counselors and staff members meet with 8<sup>th</sup> grade students and parents to explain the various courses offered, career paths, and the rigor required to be successful. Students and parents are given the opportunity to choose the electives that best fit the chosen career path.
  - BHS teachers meet with 8<sup>th</sup> grade teachers to discuss the best placement for rising 9<sup>th</sup> graders.
  - Bearcat Basics for rising 9<sup>th</sup> graders to give parents and students the opportunity to participate in a guided tour of the school, meet their counselor and administrator, and participate in a question and answer session with the principal. Flyers providing information are sent home at the end of the year to rising 9<sup>th</sup> graders.
  - BHS will continue to partner with local businesses to support the work based learning program.

- Lions Quest Program will be utilized in advisement to teach character education and soft skills to help students become work place ready.

### College and Career Academy

- BHS has partnered with Southern Regional Technical College to offers technical courses in the area of mechatronics, healthcare science, and welding, and criminal justice on BHS campus. In addition, a Solid Works/Drafting program has been designed with Southern Regional to help students obtain certification to start employment upon graduation. Students are encouraged to choose a technical path and complete a technical diploma or certificate by taking technical courses at BHS or Southern Regional Campus.
- BHS provides students with transportation to ABAC for courses that are not taught at BHS.

5. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(III)]

Positive behavior practices will be implemented so a more proactive approach to discipline will be followed.

Students will attend grade level assemblies to address Code of Conduct and the expectation of good behavior.

Students in middle grades/ high school will participate in a mentoring program to mentor lower level students who need positive role models.

Many teachers use a class reward system to reward students weekly if they show expected behaviors throughout the week.

(Class Dojo, Point System, School Stores).

6. Define how your interventions are evidence-based; or other effective strategies to improve student achievement.

- All intervention programs used at Bainbridge High School (paid by Title 1) have been vetted and are research and evidence based:  
The following are technology programs used at BHS: Edgenuity, Schoology, and Study Island. BHS also utilizes Edgenuity after school to enhance and remediate in all academic areas.

- Paraprofessionals are professionally qualified and serve to provide small group, hands on instruction. Required to keep logs documenting the intervention and students served. Technology instruction to promote digital literacy.
  - BHS provided academic stations after school to provide students an opportunity to make up assignments and assessments with direct instruction available.
  - Math tutoring is available Tuesday and Wednesday until 4:30 to help students who need more support outside of the math classroom.
7. Describe how the school will implement effective parent and family engagement strategies.
- Each year BHS, with parents, develops a plan that describes how the school will provide opportunities to improve family engagement to support student learning. BHS values the contributions and involvement of parents and family members to establish an equal partnership for the common goal of improving student achievement.

Bainbridge High School develops a school-parent compact, which is an agreement that parents, teachers and students develop together. It explains how parents and teachers will work together to make sure all students reach grade level standards. The compacts are reviewed and update annually based on feedback from all stakeholders during a two-day school improvement session. Parents also have additional dates on school and district levels to review and add input on parent response forms. The school-parent compacts are sent home with all students on the first day of school. It is posted on the website and a copy is available in the school parent resource center.

Each month, the Decatur County School System provides parent involvement training for any parent volunteer or chaperone in order for them to provide a positive experience for students, families and schools. Trained volunteers will be issued a badge to be workers while on school property or school related event.

BHS prides itself on continuous communication with parents through verbal and non-verbal avenues. School Messenger is an automated phone system that uses available phone lines to deliver pertinent information to parents. Teams also utilize Remind, a powerful communication tool between the teacher, student, and parents that keep them abreast of classroom requirements. BHS also maintains a Face book page and a school Instagram account to keep the community informed on upcoming events and to share positive news with the community. A school webpage is also updated daily to provide important information to parents and students.

Throughout the year, BHS offers various opportunities for parents to come learn about the future vision of BHS and voice their opinions about the activities introduced. The following assemblies are aimed at informing parents and giving them a voice: School Council, On the Road Meetings, and Bearcat Basics.

