THE ACADEMY

GAAE ANNUAL CONFERENCE 2023

Bibb County Public Schools
Dr. Julia Daniely, Principal & Director of
Personalized Learning and Alternative Education

BUILT4BIBB
BIBB COUNTY SCHOOL DISTRICT

NATIONAL ALTERNATIVE
NAEA
EDUCATION ASSOCIATION

GAAE
Georgia Association for Alternative Education

THE
PERSONALIZED
Learning Center
ACADEMY

ACADEMY
VIP
BIBB COUNTY SCHOOL DISTRICT

From Prison Pipeline to Success for ALL Students

OVERVIEW

This presentation aims to address the pressing issue of the school-to-prison pipeline and highlight strategies to transform it into a path for success for all students. We will explore the factors contributing to this pipeline, its impacts on marginalized communities, and discuss specific interventions and reforms needed to ensure equitable education and positive outcomes for every student.

ROADMAP

- Introduction
- BCSD Mission/Vision
- BCSD Guiding Principles and Academy Initiatives
- School-to-Prison Pipeline Defined
- Transformative Strategies
- Creating an Environment for Success
- Empowering Learners for Success
- Reflection: What Can We Do

TAKEAWAY

The school-to-prison pipeline is a critical issue that requires immediate attention and transformative action. By implementing evidence-based strategies, advocating for policy reforms, and fostering inclusive and supportive environments, we can dismantle the pipeline and, in turn, create a path to success for all students. Together, we can empower students, disrupt systemic disparities, and build a future where education serves as a gateway to a brighter future for every individual.

OUR MISSION

The Bibb County School District maximizes student achievement and social-emotional well-being by building a sense of community in safe, equitable learning environments.

OUR VISION

Students are empowered to learn, lead, innovate and serve as productive and caring citizens within their chosen paths of success.

B4B

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OUR GOALS

- ➤ **Student Achievement**
- ➤ **Staff Effectiveness**
- ➤ **Stakeholder Engagement**

OUR GUIDING PRINCIPLES

- ➤ **Personalized Learning**
- ➤ **Collaboration**
- ➤ **Engagement**
- ➤ **Safety**
- ➤ **Effective Leadership**

4ME LEARNER OUTCOMES

Each student will graduate *empowered* to make a well-informed decision about their next step. They will learn about themselves as they *engage* in rigorous content and gain *exposure* through personalized learning *experiences*, thereby *enlightening* them to choose their most meaningful pathway.

- **MATCHED AND ENROLLED**
- **MOTIVATED TO ENLIST**
- **MOLDED FOR ENTREPRENEURSHIP**
- **MEANINGFULLY EMPLOYED**

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From principal to SOAR Academy director, plans to change Bibb Co. School Dist. as a whole

August 13, 2018

Tanya Modersitzki

MACON, Georgia (41NBC/ WMGT) – A program that once helped Westside High School students, who were struggling to get credits, is available to high schoolers across Bibb County.

Recently, Dr. Julia Daniely went from principal to SOAR Academy's director. The change came from sitting in court with a student one day, and while teenagers went before the judge, the judge asked two things: What was the last grade completed? Can you read?

From that moment, Dr. Daniely says she knew she had to bridge the gap of those struggling to finish school. "I'm a sucker for the underdog," she said.

July 2018 What Did I See? School-to-Prison Pipeline

The school-to-prison pipeline refers to the phenomenon wherein students, particularly those **from marginalized communities**, are pushed out of the educational system and **funneled into the criminal justice system**. It is a pervasive issue that has significant consequences for individuals, families, and society as a whole.

This pipeline is characterized by a **pattern of policies and practices** within schools that disproportionately target and penalize **students of color, low-income students, and those with disabilities**. **Factors such as zero-tolerance policies, harsh disciplinary practices, and a lack of resources and support services contribute to the pipeline.**

The significance of the school-to-prison pipeline lies in its perpetuation of **systemic inequalities** and the **barriers** it creates to educational opportunities. It disproportionately impacts marginalized communities, exacerbating existing disparities and further limiting their access to opportunities for social and economic mobility. Moreover, it perpetuates cycles of incarceration, contributing to the overrepresentation of marginalized individuals within the criminal justice system.

Recognizing and addressing the school-to-prison pipeline is crucial to creating a more equitable and just educational system. By understanding its causes and impacts, we can work towards **implementing strategies** and **reforms** that promote **inclusive practices, provide adequate support systems, and foster positive outcomes for all students.**

https://www.the-naea.org/exemplary-practices.html

Exemplary Practices in Alternative Education

Across the United States, alternative schools, programs and classrooms are serving students who are not succeeding in the traditional educational setting. Often this population of learners exhibits one or more of the following traits: under-performing academically, possessing learning disabilities, displaying emotional or behavioral issues, being deliberate or inadvertent victims of the behavioral problems of others, displaying a high risk of potential expulsion, suspension, or dropping out of school, and/or displaying the need for individualized instruction. *Alternative education offers innovative, non-traditional approaches to teaching this population of learners, which aides in preventing these students from becoming dropouts.*

NAEA Exemplary Practices Pre-Assessment

My Definition of Alternative School
"Another possibility for educating children."

Alternative
means **available as another possibility** or one of two or more available possibilities.

School means **an institution for educating children.**

Alternative Schooling: Critical Need

- Every student can learn! I BELIEVE!

- Accommodate the current educational needs- traditional high school, can no longer serve the needs of the students and their family lifestyles

- The most critical question that must then be answered is what kind of alternative schooling should be designed and offered in our public schools? What should the alternative programs look like and how should they be integrated with the regular school programs in each community?

Alternative Schooling Research

Hefner-Packer (1991) has studied these models and has described five models of alternative schools:

- The **Alternative Classroom**, designed as a self-contained classroom within a traditional school, simply offering varied programs in a different environment;

- The **School-Within-a-School**, housed within a traditional school, but having semiautonomous or specialized educational programs;

- The **Separate Alternative School**, separated from the regular school and having different academic and social adjustment programs;

- The **Continuation School**, developed for students no longer attending traditional schools, such as street academies for job-related training or parenting centers; and

- The **Magnet School**, a self-contained program offering an intensified curriculum in one or more subject areas such as math or science.

Mary Anne Raywid (1994), *Research for Educational Leadership*

- **Schools of Choice**, offering different specialized learning opportunities for students usually in a magnet school;

- **Last-Chance Schools**, designed to provide continued education program options for disruptive students; and

- **Remedial Schools**, having a focus on the student's need for academic remediation or social rehabilitation.

Types of Alternative Schools Described

- **School Within-a-School**—designed for students needing a **separate location within the traditional school**, usually a separate wing with different staff, for their academic or social behavior programs;

- **School Without Walls**—designed for students requiring educational and training programs delivered from various locations within the community, usually requires **flexible student schedules**;

- **Residential School**—designed for special case students, usually placed by the courts or the family, with special counseling and educational programs;

- **Separate Alternative Learning Center**—designed for students needing a special curriculum, such as parenting skills or special job skills, and a separate location from the traditional school, many times located in business environments, churches, or remodeled retail centers with excellent transportation services;

- **College-Based Alternative School**—designed for students needing high school credits, and operated by public school staff; but using a college facility to enhance the student's self-esteem and offer other services that would benefit the student's growth;

- **Summer School**—designed to be either remedial for academic credits or to enhance a student's special interests, perhaps in science, computers, etc.;

- **Magnet School**—designed to focus on **selected curriculum** areas with **specialized teachers** and with student attendance usually by **choice**;

- **Second-Chance School**—designed for students who are judged to be troubled and placed in the school by the courts or the school district as a last chance before being expelled or incarcerated; and

- **Charter School**—designed as an **autonomous educational entity** operating under a contract negotiated between the state agency and the local school sponsors.

Characteristics of a Thriving Program/School

Key Elements of Successful Programs

- a maximum teacher/student ratio of 1:10;

- a small student base not exceeding 250 students;

- a clearly stated mission and discipline code;

- a caring faculty with continual staff development;

- a school staff having high expectations for student achievement;

- a learning program specific to the student's expectations and learning style;

- a flexible school schedule with community involvement and support; and

- a total commitment to have each student be a success.

BCSD Personalized Learning Academies

Current design as of May 2023

EAGLES		SOAR Academy	VIP Academy	Performance Learning Center (PLC)	Youth Build
	Who is this Academy for?	**Off-track Behavior Grades 6-12** This Academy is designed for students who are recommended for alternative education via the Hearing Process.	**On-track Grades 4-12** This Academy is designed for scholars and families who desire a full-time virtual option and student-athletes who need NCAA courses for eligibility.	**Overage Secondary (6-12)** This Academy is designed for Grade 6-8 students who are 2 grade-levels behind and high school students who are 3 semesters behind their cohort within their graduating school year.	**16-24 Opportunity Youth** This Academy primarily serves young people who lack a high school diploma and financial resources.
	How Does This Academy Work?	• - Implement disposition as written by the Hearing Officer • - Design Educational Plan Based on Data: Recover credits; attain credits; • - Implement Personalized Learning Plans to Improve Executive Functioning Skills	Scholars' courses are Asynchronous with a Partner Tier 1 Teacher; Tier 2 and 3 Support is offered on campus and via REMOTE services 3-5 days a week.	**Get on Track for Graduation with Middle and High School Cohort** - Return to Home School OR Matriculate through PLC - Graduate with Cohort - Overage middle school w/ Carnegie units	- Partner with BCSD, CGCT, and Excel High School to Earn Diploma or GED - Meet Employment Goals by Providing CTAE Pathways to Earn Credentials in CNA, Construction, and Warehouse Distribution
	Flexible Schedule	7:30 – 1:30, Monday – Friday A/B Schedule (High School Only)	Learn Anytime, Anywhere, At Own Pace - Meet Personal Learning Goals - Provide Flexible Learning Options - Accelerate Path to Graduation	7:30 – 1:30, Monday – Friday (Middle School) A/B Schedule (High School)	7:30 – 1:30, Monday – Friday M/T/TH In-Person & Online Rotation W/F Work Site

ViSiON

THE ACADEMY ADVISEMENT-LITERACY PERIOD FRAMEWORK

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
COMMON PRACTICES = COMMON RESULTS	TIER 1 ALL STUDENTS (SOAR OAC, PLC, YouthBuild Advisement) Mode: FACE-2-FACE	1. **Take Attendance** Record accurate attendance in Infinite Campus at the beginning of the advisement period. 2. **Deliver Vocabulary Instruction** Facilitate student understanding and application of the focus vocabulary strategy and guide learner completion of the vocabulary exercise. 3. **Maintain Student Portfolios** Check that each learner completes and files or uploads the day's activity in the student's portfolio.	1. **Take Attendance** Record accurate attendance in Infinite Campus at the beginning of the advisement period. 2. **Facilitate TAPP TDQ/ Close Reading/ Vocabulary Use** Employ the strategies learned during the Literacy PLC to guide learners in TAPPing the text-dependent question (TDQ) and employing close reading and vocabulary strategies while reading the disciplinary selected text. 3. **Maintain Student Portfolios** Check that each learner completes and files or uploads the day's activity in the student's portfolio.	1. **Take Attendance** Record accurate attendance in Infinite Campus at the beginning of the advisement period. 2. **Facilitate Evidence-Based Claims/ Vocabulary Use** Employ the strategies learned during the Literacy PLC to guide learners in making valid claims, drawing logical conclusions, and supporting their claims with relevant evidence and academic (Tier 2) and disciplinary (Tier 3) vocabulary from the text. 3. **Maintain Student Portfolios** Check that each learner completes and files or uploads the day's activity in the student's portfolio	1. **Take Attendance** Record accurate attendance in Infinite Campus at the beginning of the advisement period. 2. **Facilitate Constructed Response/Vocabulary Use** Employ the strategies learned during the Literacy PLC to guide learners in using their claims, evidence, and academic (Tier 2) and disciplinary (Tier 3) vocabulary from the text to construct evidence-based responses. 3. **Maintain Student Portfolios** Check that each learner completes and files or uploads the day's activity in the student's portfolio.	1. **Facilitate Classroom/ Student Data Talk** Facilitate data talk on the focus data for the week (Attendance, STAR, AR). Support students with understanding and monitoring their attendance, Lexile level, and AR data and set goals. 2. **Communicate Assigned Attendance and/or Literacy Intervention.** 3. **Independent Reading** Monitor student selection of texts in MyOn or Sora (digital libraries) based on their Lexile levels and their independent reading during advisement. 4. **AR Quiz (as scheduled)** Facilitate administration of AR quizzes during the advisement literacy block.
		[Resources: IC, Dept. Study Island/Progress Learning Lesson, Literacy Team's Vocab Lesson, Student Portfolio]	[Resources: IC, Dept. Study Island/Progress Learning Lesson, Literacy Team's Vocab Lesson, Student Portfolio]	[Resources: IC, Dept. Study Island/Progress Learning Lesson, Literacy Team's Vocab Lesson, Student Portfolio]	[Resources: IC, Dept. Study Island/Progress Learning Lesson, Literacy Team's Vocab Lesson, Student Portfolio]	[Resources: IC, Dept. Study Island/Progress Learning Lesson, Literacy Team's Vocab Lesson, Student Portfolio]

Bibb County Public Schools
SOAR Academy
VIP Academy

PORTRAIT OF AN EAGLE GRADUATE

SOAR ACADEMY — Personalized Learning Center

VIP ACADEMY — Bibb County School District

Portrait of a Graduate Defined:
Our portrait represents the school's vision for 21st century skills and characteristics that scholars need to succeed in college, career, and life.

INQUIRY

IMAGINE

INNOVATE

INSPIRE

CHARACTER TRAITS AND BEHAVIORS

TRAIT 1
Empathy
Our scholars will develop an ability to understand and share the feelings of others.

TRAIT 2
Academically Proficient
Our scholars will read on grade level and demonstrate success in courses and on local, state, and national assessments to prepare for post-secondary college and careers.

TRAIT 3
Global Ethical Citizen
Our scholars will develop and act with moral principles and good character as they interact with others in the global community.

TRAIT 4
Learner Growth Mindset
Our scholars will demonstrate personal self-efficacy to show understanding of and embrace "big picture" challenges, receive feedback, and celebrate the success of others.

TRAIT 5
Effective Communicator
Our scholars will effectively express thoughts and ideas using oral, written, and nonverbal skills while being active listeners able to decipher meaning and intention.

TRAIT 6
Solution-Oriented
Our scholars will be agile in thoughts and actions and develop and use effective problem-solving skills, responding positively and productively to challenges to reach workable solutions.

THE CORE FOUR ELEMENTS OF PERSONALIZED LEARNING

Integrated Digital Content
Digital content allows for a differentiated path and pace

Targeted Instruction
Instruction aligns to specific student needs and learning goals

Student Reflection and Ownership
Ongoing student reflection promotes ownership of learning

Data Driven Decisions
Frequent data collection informs instructional decisions and groupings

Academy Building Blocks

Highly Effective Leaders

Sustainability Action: *Implement the GaDOE school standards with fidelity and use research-based leadership actions to influence student achievement data.*

Safe and Orderly School Culture

Sustainability Action: *Continuous GaDOE rating of proficient or above in implementing PBIS school-wide.*

Personalized Learning to Influence Cohesive Instruction

Sustainability Action: *Maintaining consistent implementation of the Professional Learning Cycle (professional development, observation/monitoring and staff feedback) designed to empower learners to set goals, track their data, and own learning outcomes.*

Culture of Literacy
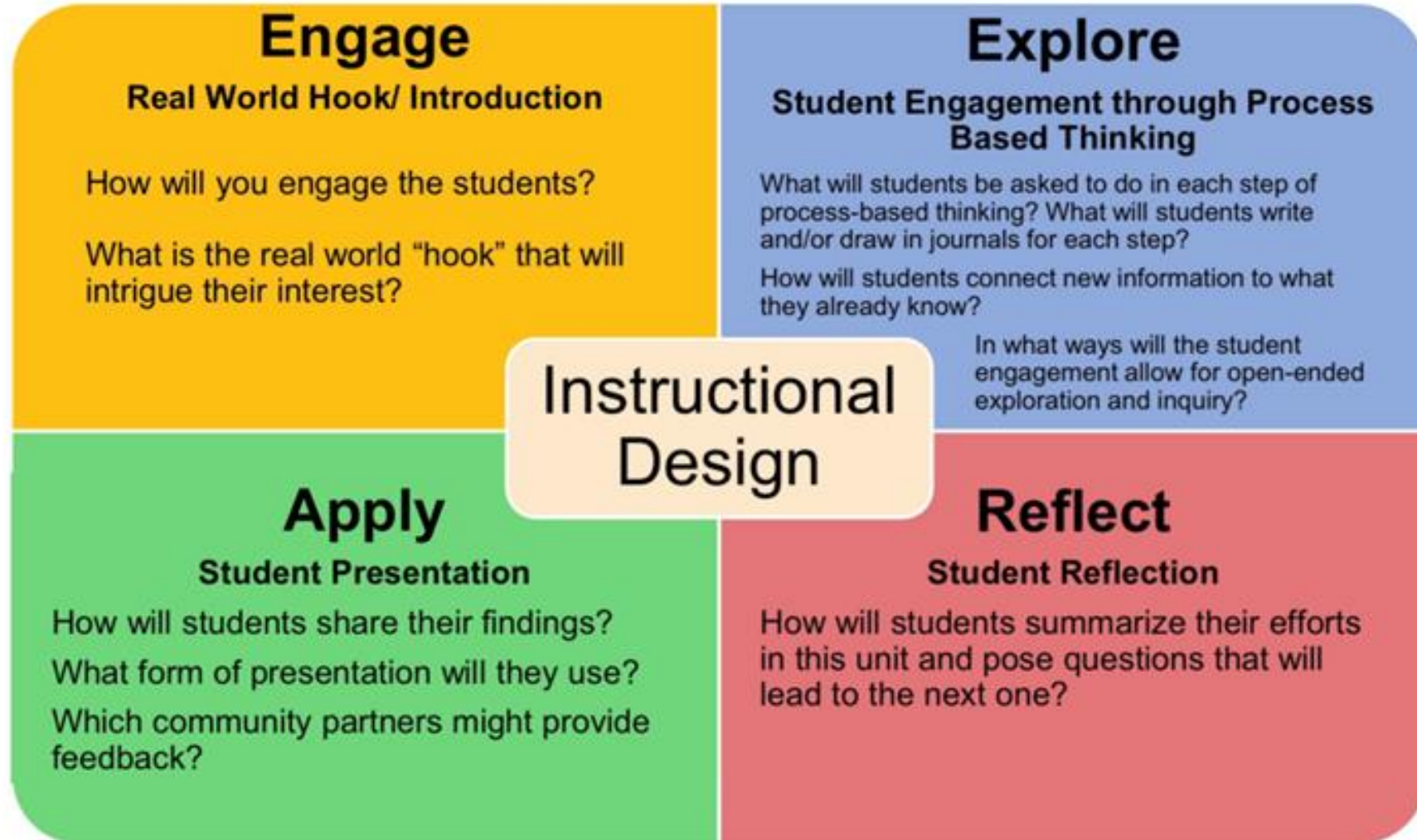
Sustainability Action: *80% of Academy classrooms implementing content literacy to consistently impact the literacy readiness outcome as defined by CCRPI.*
(Students performing within their Lexile stretch-band)

The Engage-Explore-Apply-Reflect Framework

Engage
Real World Hook/ Introduction

How will you engage the students?

What is the real world "hook" that will intrigue their interest?

Explore
Student Engagement through Process Based Thinking

What will students be asked to do in each step of process-based thinking? What will students write and/or draw in journals for each step?

How will students connect new information to what they already know?

In what ways will the student engagement allow for open-ended exploration and inquiry?

Instructional Design

Apply
Student Presentation

How will students share their findings?

What form of presentation will they use?

Which community partners might provide feedback?

Reflect
Student Reflection

How will students summarize their efforts in this unit and pose questions that will lead to the next one?

WHY PL | How we define personalized learning

Personalized Learning is a **one-size-fits-one** approach to instruction that (1) taps into each student's **strengths, needs, and interests** to customize learning and (2) supports student **voice and choice** in what, how, when, and where they learn to ensure that **all students achieve at their greatest potential.**

Education
Elements

Personalized Learning: Tiered Supports

- Teachers may use **targeted instruction** to ensure below-grade level students get more time with a teacher on grade-level work or skills specific work

- Students may engage with a variety of **content and tools** to practice and demonstrate mastery on grade-level standards. For example, a student could practice multiplication in a workbook, spatially illustrate multiplication with blocks, and visually on a digital content program.

- Teachers and schools monitor **data and make decisions** to ensure all students are getting the differentiated support to be successful with tier one instruction. They also use this to determine if students should receive tier two and three intervention.

- Increasing opportunities for **student reflection** is an important component of the behavioral supports required by MTSS. Explicit teaching of positive behavior can also build **student ownership**.

Tier 1 applies all four components of the Core 4 for every learner

Tier 2 focuses on data driven decisions and small-group targeted instruction

Tier 3 focuses flexible content and tools and student reflection and ownership to support individual needs
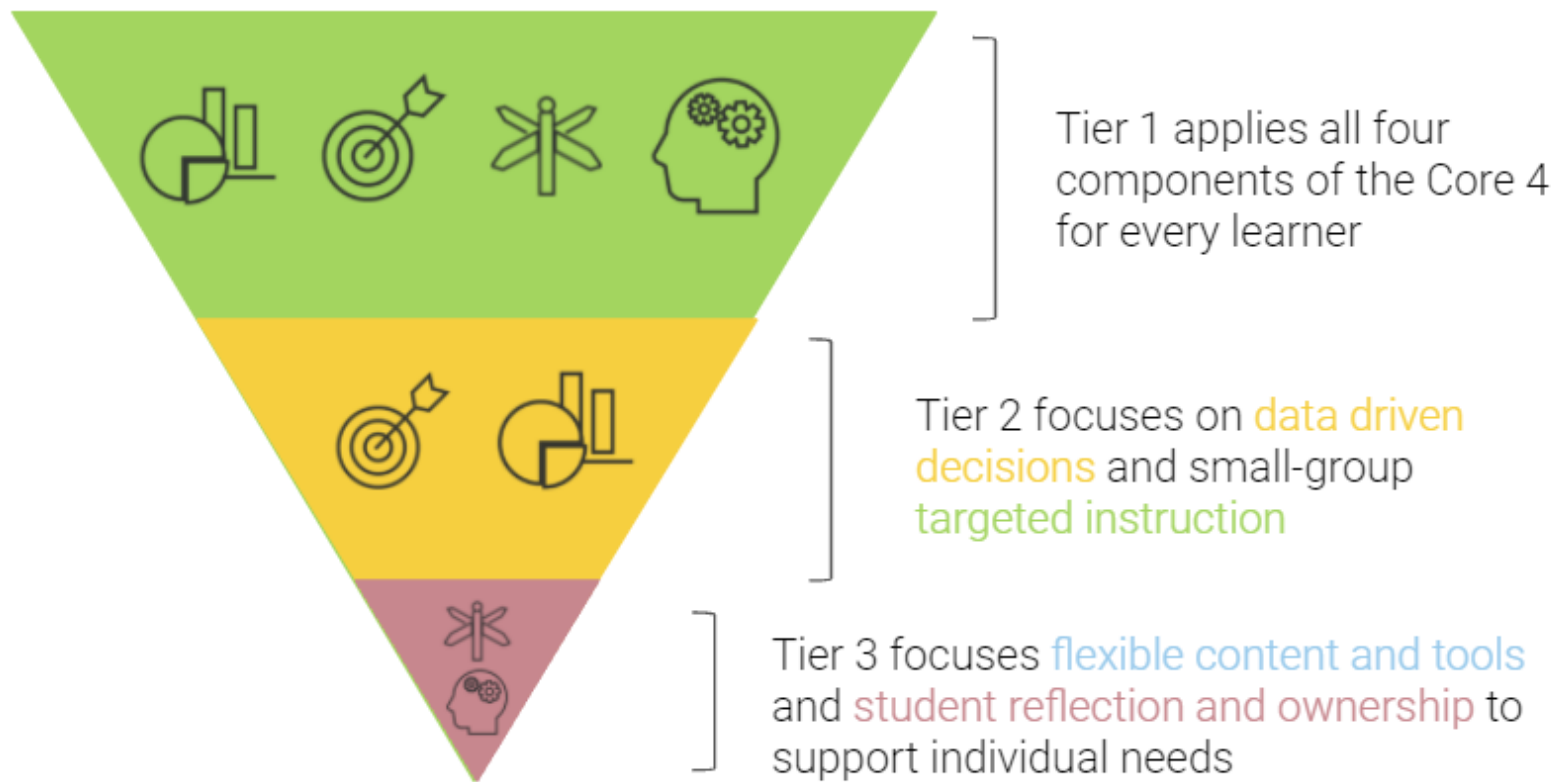
The 8 Executive Functions

Self-Control
The ability to stop and think before acting

Self-Monitor
The ability to view and evaluate oneself

Emotional Control
The ability to manage feelings to achieve goals and complete tasks

Flexibility
The ability to adapt to changing conditions by revising plans or changing strategies

Task Initiation
The ability to start and finish tasks without procrastinating

Organization
The ability to develop and use systems to keep track of materials and information

Working Memory
The ability to use information held in memory to complete a task

Planning & Time Management
The ability to create steps to reach a goal

www.livelymindstutoring.com

Personalized LEARNING

21ST CENTURY LEARNING SKILLS

COMMUNICATION
- Verbal, Non Verbal and Writing
- With Parents, Teachers, Peers, and the World
- By Talking, Letters, Email, Blogs, Social Media, Journals, Newsletters, Videos, Work

CREATIVITY
- Brainstorming multiple solutions
- Explore inspiration -nature, travel...
- Notebook for ideas
- Communicate ideas in new ways

COLLABORATION
- Working Together
- Solving Disagreements
- Using people strengths
- All ideas and people are heard
- Being respectful
- Goal Setting

CRITICAL THINKING
- Asking Questions
- Who wrote/said it
- Multiple Sources
- Facts vs Opinions
- What is important or missing

Continuous Improvement Process (CIP) Action Steps

Students in grades 4-12 will participate in literacy-based instruction at all tier levels four days per week for 30 minutes focused on developing skills in vocabulary, reading, writing, speaking, and listening.

Students in grades 4-12 will set and track literacy goals in their digital portfolio daily during reflection and conference with teachers weekly during advisement.

Students in grades 4-12 will participate in weekly literacy-based instruction for 30 minutes to develop their skills in reading and interpreting word problems using QARR strategy.

Students in grades 4-12 will set and track math goals in their digital portfolio daily and conference with teachers every 10 days per assessment cycle.

Teachers will participate in 60-minute job-embedded professional learning twice a week that develops their skills to support students in setting, tracking, and evaluating learning goals.

Teachers will participate in 60-minute job-embedded professional learning twice a week that develops their skills to support students in monitoring data and reflecting on their learning.

Expand advertisement of school-wide literacy program and personalized learning school meetings to community, parents, guardians, and students by using digital resources such as social media, parent portal, and Remind.

Design a multi-channel engagement system to reach potential businesses and community partners utilizing social media, radio broadcasting, faith-based communities, local news, community networks, and neighborhood outreach.

2022-2023 District Learning Walks

Bibb Accountability Measure
Leader and Teacher Effectiveness
Community of Practice
Overall Rubric Scores
Last Updated: March 24, 2023

School

SOAR/PLC

Month				
August	September	December	February	March
67.0	54.9	72.0	80.8	68.8

School: SOAR/PLC

Month: (All)

Month
- August
- September
- December
- February
- March

Bibb Accountability Measure
Leader and Teacher Effectiveness
Community of Practice
Average Scores by Standard
Last Updated: March 24, 2023

Standard	School / Month SOAR/PLC				
	August	September	December	February	March
1. Learning targets are clearly aligned to the rigor and intent of the standard.	2.9	2.6	3.1	3.4	3.0
2. Standards/learning targets are clearly displayed and communicated to students. Students can articulate the learning target.	2.8	2.4	3.0	3.4	3.0
3. Success criteria are clearly communicated students.	2.1	1.8	3.0	3.3	2.6
4. A variety of delivery modes are incorporated into instruction to ensure that all students have access to and meet standards.	3.1	2.0	3.0	3.3	2.8
5. Delivery modes and grouping are based on multiple data sources and student need.	2.9	2.3	2.9	3.2	2.7
6. Staff can describe how teachers in the school differentiate for students on, below, or above grade level. Staff can describe how data is used to identify and address student needs.	2.9	2.4	3.0	3.2	2.8
7. Students receive feedback through written or verbal commentary aligned with standards that results in revision of work, if needed.	2.8	2.4	2.9	3.3	2.9
8. Assessments are aligned to the GSE and used frequently to adjust instruction and provide students with feedback.	2.5	2.4	2.8	3.3	2.7
9. Students set, track, and evaluate their own learning goals that are aligned to standards.	2.4	2.1	2.5	3.1	2.5
10. Students monitor their own data and reflect on their learning.	2.3	1.9	2.6	3.2	2.5

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