GaDOE
Georgia Department of Education

School Improvement Plan
2023 - 2024

Barrow County
Apalachee High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Apalachee High School
Team Lead	Principal
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase achievement in all courses, but specifically through the intentional monitoring of courses associated with the state end of course exam.
Root Cause # 1	Root causes can be tracked back to multiple Tier 1 instructional basics: following Barrow County Instructional Framework for best time management, adequate challenging and engaging lessons. A separate, but related root cause, is a lack of PLCs using all data available to align assessments and lesson plans.
Goal	The collective percentage of students achieving in the proficient and distinguished categories of the GA Milestone's Assessment will increase by 20% in the following courses: Algebra I EOC student achievement will increase from 27.3% proficient or higher to 47.3%. Biology EOC student achievement will increase from 38% proficient or higher to 58%. U.S. History EOC student achievement will increase from 28.3% proficient or higher to 48.3%. American Literature EOC student achievement will increase from 26.5% proficient or higher to 46.5%.

Action Step # 1

Action Step	Extended Learning Time (1 extension per course per week) focused on remediating the standards missed during Tier I instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES walkthroughs / Instructional Rounds focused on remediation and extension
Method for Monitoring Effectiveness	TKES observation tool

Action Step # 1

Position/Role Responsible	Administrative Team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	NA

Action Step # 2

Action Step	Professional Learning specifically focused on the alignment of the standards to common summative and formative assessments.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Teachers will experience 3 sessions of focused professional learning surrounding the alignment of standards to common summative and formative assessments using a common, school-wide assessment tool.
Method for Monitoring Effectiveness	Sign in sheet for the professional learning sessions (required to attend by all faculty) and PLC minutes reflecting student achievement on common assessments and student work samples
Position/Role Responsible	Teachers (PLC Leaders)
Timeline for Implementation	Monthly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Data in SLDS will be used to drive planning, differentiation and instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, PLC Meetings
Method for Monitoring Effectiveness	Sign in sheets for professional learning, Instructional rounds in TKES
Position/Role Responsible	Teachers, School Administrators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Teachers will participate in three professional learning sessions surrounding student-centered classrooms and building questioning techniques as a facilitator.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, lesson plans
Method for Monitoring Effectiveness	Instructional rounds, TKES, achievement data
Position/Role Responsible	Administrators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

Action Step	Professional Learning Community leaders will have professional learning on how to ensure all PLCs will use student data from formative/summative assessments, student work, data digs using standard and domain data to improve instruction and alignment to lesson plans and assessments.
Funding Sources	N/A

Action Step # 5

Subgroups	Economically Disadvantaged
	Foster
	Homeless
	English Learners
	Migrant
	Race / Ethnicity / Minority
	Student with Disabilities
	N/A
	Immigrant
Systems	Coherent Instruction
	Effective Leadership
	Professional Capacity
	Supportive Learning Environment
Method for Monitoring Implementation	Sign up sheets for professional learning, PLC documentation, lesson plans
Method for Monitoring Effectiveness	Instructional Rounds, TKEs, achievement data, course pass rate
Position/Role Responsible	Administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 6

Action Step	All academic and CTAE classrooms will incorporate one literacy strategy per week.
Funding Sources	N/A
Subgroups	Economically Disadvantaged
	Foster
	Homeless
	English Learners
	Migrant
	Race / Ethnicity / Minority
	Student with Disabilities

Action Step # 6

Subgroups	N/A
	Immigrant
Systems	Coherent Instruction
	Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheet for PL, lesson plans
Method for Monitoring Effectiveness	Achievement data
Position/Role Responsible	Teachers and Administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student engagement within classrooms, resulting in students participating and being successful in higher rigor courses, including Honors, Advanced Placement, and Dual Enrollment.
Root Cause # 1	Root causes are lack of engagement in classrooms resulting in students not feeling confident enough to stretch themselves and take more rigorous courses, such as Honors, Advanced Placement and Dual Enrollment.
Goal	Tier 1 instruction will be designed to engage students, with the teacher as a facilitator, resulting in increased post-secondary and career readiness for all graduates. The amount of students taking AP classes will increase from 157 to 188. The number of AP scores of 3 or above will increase from 94 to 112. Pathway completion percentages will increase from 87.61% to 92%.

Action Step # 1

Action Step	Teachers will participate in professional learning surrounding engagement in classrooms and building techniques as a facilitator.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheet for each session (required to attend) Lesson plans including strategies learned from sessions
Method for Monitoring Effectiveness	Increased proficiency across the school in TKES evaluations associated with standard (s) 3, 7 and 8.
Position/Role Responsible	Administrative Team
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Peer Observations and Instructional Rounds
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	School-wide process for peer observations and a common form to use for discussion post observation
Method for Monitoring Effectiveness	Increased proficiency across the school in TKES evaluations associated with standard (s) 3, and 8.
Position/Role Responsible	Administrative Team
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Credit recovery will be utilized to decrease the number of students behind on credits
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Rosters for credit recovery
Method for Monitoring Effectiveness	Course pass rate
Position/Role Responsible	Academic Interventionist and ADMIN team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

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).	The school participated in professional learning on March 16th, 2023, discussing the domains of TKES and determining areas of strength and weakness across the board. We focused on strategies and depth of understanding. We agreed Tier 1 instruction needed to be the schoolwide focus for 2023-24. Our newly formed school improvement team (formed March 2023- most members remained with a handful of turnover), met on April 28th, 2023 for a work day. There we discussed the strengths and weaknesses of our classrooms and decided we must focus on training or PLC leaders to further develop the rigor of assignments and alignment of assessments.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Our teachers are consistently observed and provided with valuable feedback. Any teacher who is not meeting proficiency will be handled through the Teacher Keys Effectiveness System.

3. Provide a general description of the Title I instructional program being implemented at this Title I 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. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	All students are placed according to their academic strengths and weaknesses, following the federal law. We support all academic settings by assessing student achievement and responding by adjusting the resources we provide for the best learning outcomes for all students.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also	NA

include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, 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 programs to local elementary school programs.	NA

6. If applicable, 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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Registration and student transition plan coordinated by the graduation coach and counseling staff at the middle and high school.

7. 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.	The school attempts to support students through academic adjustment before suspension. For example, a student who is gifted but misplaced academically, might then be placed in that gifted class in an attempt to increase academic challenge as a first approach to changing behaviors less punitively. The school also uses the academic interventionist for support to further intervene with academic gaps.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	