



Barrow County School System

Boldly Committed to Student Success

Apalachee High School

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN PROFESSIONAL LEARNING PLAN

NAME OF SCHOOL PRINCIPAL: Ms. Jennifer Martin

NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael

Schoolwide Title 1 School Targeted Assistance Title 1 School Non-Title 1 School
 Comprehensive Support School Targeted Support School

	Type name below for plan approval	Approval Date
Superintendent	Dr. Chris McMichael	9/2/16
Title I Director	Dr. David Beeland	9/1/16
System Professional Learning Coordinator	Ms. Meggan McNally	9/9/16





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School Governance Team Chairperson	Aaron Cleveland	9/6/2016
Principal	Ms. Jennifer Martin	8/30/2016

Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders																																								
Literature Notes: (2015 to 2016) • Level 1 decreased in both courses while Levels 3 and 4 increased	<table border="1"> <thead> <tr> <th>Content Area</th> <th>SchName</th> <th>RPT</th> <th>Year</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> </tr> </thead> <tbody> <tr> <td rowspan="2">9th Lit</td> <td rowspan="2">AHS</td> <td rowspan="2"></td> <td>2015</td> <td>23.44%</td> <td>42.41%</td> <td>32.37%</td> <td></td> </tr> <tr> <td>2016</td> <td>17.43%</td> <td>41.39%</td> <td>38.22%</td> <td></td> </tr> <tr> <td rowspan="2">Am Lit</td> <td rowspan="2">AHS</td> <td rowspan="2"></td> <td>2015</td> <td>27.61%</td> <td>37.56%</td> <td>29.60%</td> <td>5.22%</td> </tr> <tr> <td>2016</td> <td>23.18%</td> <td>34.64%</td> <td>32.03%</td> <td>10.16%</td> </tr> </tbody> </table> <p style="text-align: center;">% of Total Count of Gtid Rpt</p>	Content Area	SchName	RPT	Year	Level 1	Level 2	Level 3	Level 4	9th Lit	AHS		2015	23.44%	42.41%	32.37%		2016	17.43%	41.39%	38.22%		Am Lit	AHS		2015	27.61%	37.56%	29.60%	5.22%	2016	23.18%	34.64%	32.03%	10.16%	Teachers, Parents, School Improvement Team, School Governance Team	Title I Needs Assessment Spring, 2016 Meeting Website, Twitter, Parent Newsletters, Facebook, Newspaper, Parent Link, Front office notifications						
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<p>Graduation Rate 4 Year Cohort</p>	<p>2015 - 86.6% 2014 - 83.7%</p>																																				
<p>CCRPI Climate Rating</p>	<p>2015 - 4 Stars 2014 - 4 Stars</p>																																				
<p>Improving the Instructional Environment</p>	<p>Spring Teacher Comprehensive Needs Assessment Survey (CNA) Survey - Which other topics for professional learning would MOST enhance your skill as a teacher? Student Engagement - 38% Differentiated Instruction - 34% Managing Student Behavior - 26% Higher-order thinking skills - 25%</p>			<p>Teachers</p>																																	
<p>Instructional Use of Technology</p>	<p>Spring Teacher CNA Survey - How prepared do you feel to design and implement instruction that will increase student achievement in each area? Effective Use of Modern Technology Very prepared (17%) + Prepared (44%) = 61%</p>			<p>Teachers</p>																																	





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Communication With Parents	Spring Parent CNA Survey - Teachers regularly inform me about my child's academic progress in English language arts, math, science and social studies Percent Strongly Agree (15%) + Agree (45%) = 60% My child's teachers regularly update grades in the parent portal. Percent Strongly Agree (17%) + Agree (46%) = 63% Do not check grades online: 14%	Parents	
Meeting the Individual Needs of Learners	Spring Parent CNA Survey - My child's teacher(s) adequately address my child's specific individual needs. Percent Strongly Agree (19%) + Agree (54%) = 73% The school provides ways for me to be actively involved in my child's academic progress and to help my child learn at home. Percent Strongly Agree (18%) + Agree (59%) = 77%	Parents	





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GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			





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<p>1. Increase graduation rate from 87% to 90%, with a SPED subgroup increase from 45% to 50% , during the 2016-2017 school year.</p>	<p>1. Maintain an At Risk Data Room that will be utilized by faculty to individualize and differentiate instruction for students who are most at-risk of academic failure</p>	<p>Counselor</p>	<p>Weekly</p>	<p>At Risk Senior Biographies Mentoring Sign up sheets</p>	<p>Leaders Demonstrate: Model Mentoring, Facilitation of Data</p> <p>Teachers Demonstrate: Mentoring and Increased Communication with those at risk</p> <p>Students Demonstrate: Increased achievement, attendance and engagement</p>	<p>Monthly Meetings to assess senior status</p> <p>Progress Reports</p>	<p>No Cost</p>	<p>BCSS Indicators*: CIA, CCRS</p> <p>AdvancED: Teaching and Learning (S3) Documenting and Using Results (S4) Stakeholder Communications and Relationships (S6) Commitment to Continuous Improvement (S7)</p>
	<p>2. 2nd year freshmen small group program to assist students who are credit deficient will meet with counselors once per week during advisement.</p>	<p>Counselors</p>	<p>Weekly (August 2016-May 2017)</p>	<p>Small Group Lesson Plans Attendance</p>	<p>Leaders Demonstrate: Attendance at small group meetings, Mentoring of identified students</p> <p>Teachers Demonstrate: Implementing interventions defined by small group</p> <p>Students Demonstrate: Increased achievement, attendance and engagement</p>	<p>Assess student progress towards achieving junior status by May 2017</p> <p>Progress reports</p>	<p>No Cost</p>	<p>GA Standards: Curriculum (S1) Assessment (S1) Leadership (S1, S2, S4) Family and Engagement (S3)</p>





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<p>2. Decrease the Beginning Category of MGP tested subjects (9th Lit 17%, Am Lit. 23% , Algebra 38%,and Geometry 23%) by 10% by May 2017.</p>	<p>1. Create analytical and constructive writing expectations school wide</p>	<p>Literacy and Inquiry based learning team</p>	<p>Monthly with implementation planned for the 2017-2018 school year</p>	<p>Schoolwide writing and inquiry rubric</p>	<p>Leaders Demonstrate: Monitoring Monthly Meetings</p> <p>Teachers Demonstrate: Collaborating with Department and Compromising with schoolwide team</p> <p>Students Demonstrate: Increased analytical writing and critical thinking skills in all courses</p>	<p>Monthly sign-in sheets</p>	<p>No Cost</p>	<p>Planning and Organization (S1, S4)</p> <p>School Culture (S2, S3, S4)</p>
	<p>3. Increase percent of students in Tier 1 (RTI-Instruction)- 100% course pass rate for the year</p>	<p>Leadership Team (Administrators and Instructional Coaches)</p>	<p>Students will be assessed at the end of each grading period (August 2016-May 2017)</p>	<p>Earned credit in 4 courses each semester</p>	<p>Leaders Demonstrate: Monitoring Data</p> <p>Teachers Demonstrate: Implementing interventions defined by SST committee</p> <p>Students Demonstrate: Increased achievement, attendance and engagement</p> <p>Leaders Demonstrate: Monitoring Monthly Meetings</p>	<p>Progress Reports</p> <p>Course pass rate</p> <p>Progress monitoring of determined interventions (SST)</p> <p>Use of USA Test Prep</p>	<p>\$2,000- USA test prep program</p>	





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	<p>2. Struggling students will be removed from ROAR choice and placed in ROAR remediation at the end of each grading period if they are failing a core class.</p>	<p>Instructional Lead Teachers and Instructional Coaches</p>	<p>Grading Periods (August 2016-May 2017)</p>	<p>GMA Scores</p>	<p>Leaders Demonstrate: Monitoring Test Data</p> <p>Teachers Demonstrate: Identifying, Scheduling, and Remediating Students</p> <p>Students Demonstrate: Increased acquisition of standards and increased GMA scores</p> <p>Leaders Demonstrate: Conducting Evaluations and responding to areas of need</p> <p>Teachers Demonstrate: Responding to feedback and reasonable growth</p> <p>Students Demonstrate: Increased engagement and achievement</p>	<p>ROAR schedule changes for struggling students at each grading period</p> <p>Walkthroughs</p> <p>Increased walkthrough data for struggling teachers and Professional Learning Plans</p>	<p>No Cost</p> <p>Cost of instructional materials such as paper and increased technology</p>	
	<p>3. Teachers will follow the "Instructional Expectations" rubric, aligned to the Teacher Keys Effectiveness Measures and published in the faculty handbook</p>	<p>Assistant Principal of Curriculum</p>	<p>Daily (August 2016-May 2017)</p>	<p>Walkthrough and Formative Evaluation Data</p>				





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GOAL AREA II: FAMILY AND STAKEHOLDER ENGAGEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			





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<p>Decrease freshmen retention rate, 38 students in 2016, by 15%, by May 2017.</p>	<p>1. Individually revise all freshmen schedules to ensure 2 academic courses per semester with RTI identified students having math and ELA first semester.</p>	<p>Freshmen Counselor</p>	<p>March 2015-August 2016</p>	<p>Student Schedules</p>	<p>Leaders Demonstrate: Flexibility in course change requests</p> <p>Teachers Demonstrate: Implementation of RTI identified interventions</p> <p>Students Demonstrate: Increased academic achievement and course pass rate</p>	<p>Retention rate decrease</p> <p>Progress Reports</p> <p>Flexible scheduling based on RTI committee decision</p>	<p>No Cost</p>	<p>BCSS Indicators*: CC, PL</p> <p>AdvancED: Vision and Purpose (S1)</p> <p>Teaching and Learning (S3)</p> <p>Documenting and Using Results (S4)</p> <p>Stakeholder Communications and Relationships (S6)</p> <p>Commitment to Continuous Improvement (S7)</p> <p>GA Standards:</p> <p>Professional Learning (S2, S6)</p> <p>Leadership (S1, S2, S3, S4)</p> <p>Planning and Organization (S1, S5)</p> <p>School Culture (S2,</p>
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	2. All Freshmen will be scheduled in a freshman ROAR, focusing on transitional concerns, academic support, and becoming a part of the AHS culture.	Freshmen ROAR Committee	Daily (August 2016-May 2017)	Lesson Plans relating to transitions and school culture and freshmen book study based on "Where Should I Sit at Lunch"	<p>Leaders Demonstrate: Monitoring freshmen ROAR lessons and student engagement</p> <p>Teachers Demonstrate: Implementing lessons and facilitating positive relationships</p> <p>Students Demonstrate: Increased academic achievement and decreased discipline referrals</p>	Decreased discipline referrals Improved course pass rate Sign in sheets from monthly freshmen ROAR CATS support team meetings	No Cost	S3, S4)
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Increase parent engagement opportunities from 6 to 12 during the 2016-2017 school year.	1. All teachers are required to maintain a website with current contact information, class information, tutoring schedule, and current unit of study materials.	Instructional Lead Teachers	Weekly (August 2016-May 2017)	Updated and current website	<p>Leaders Demonstrate: Monitoring teacher website, awards to outstanding websites, and documentation in TKES for non-compliance</p> <p>Teachers Demonstrate: Maintaining current material on website</p> <p>Students Demonstrate: Increased engagement and achievement</p>	Instructional Lead Teachers complete weekly "At a Glance" for teachers in their department.	No Cost	<p>BCSS Indicators*: CC, PL</p> <p>AdvancED: Vision and Purpose (S1)</p> <p>Teaching and Learning (S3)</p> <p>Documenting and Using Results (S4)</p> <p>Stakeholder Communications and Relationships (S6)</p> <p>Commitment to Continuous Improvement (S7)</p> <p>GA Standards:</p> <p>Professional Learning (S2, S6)</p> <p>Leadership (S1, S2, S3, S4)</p> <p>Planning and Organization (S1, S5)</p>
	2. Monthly parent meetings, specific to grade level and focused on college and career readiness, proactively preparing parents for what is next to come for their student. Have an interpreter available at all monthly	Counselors	Monthly (August 2016-May 2017)	Presentations and Monthly Sign-In Sheets	<p>Leaders Demonstrate: Monitoring, presenting at, and attending monthly presentations</p> <p>Teachers Demonstrate: Promoting and attending monthly meetings</p>	Counselor evaluations will reflect implementation of monthly parent opportunities	Cost of presentation materials (such as paper and increased technology)	





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	parent meetings. Community letter from the principal to begin the school year and share the overall goals and expectations will be posted on the website in multiple languages. Parents will be informed via social media and parent link about the location of the welcome letter.				Students Demonstrate: Increased engagement and achievement			School Culture (S2, S3, S4) Family and Community Engagement (S1, S2, S4, S5)
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GOAL AREA III: OPERATIONAL EFFECTIVENESS

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			





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<p>Decrease the number of discipline referrals, 2,872, by 25% during the 2016-2017 school year.</p>	<p>1. All students follow the AHS PBIS rubric.</p>	PBIS Team	<p>Daily (August 2016-May 2017)</p>	<p>Decreased number of referrals</p>	<p>Leaders Demonstrate: Monitoring of "classroom discipline" procedures as documented in Infinite Campus.</p>	<p>Assess Discipline referrals quarterly</p>	<p>No Cost</p>	<p>BCSS Indicators*: G, C, PS AdvancED: Vision & Purpose (S1) Governance and Leadership (S2)</p>
	<p>2. All students are aware of the "AHS Graduate" expectations.</p>	PBIS Team						
<p>3. All teachers follow the "classroom discipline" procedures as outlined in the faculty handbook</p>	Teachers and Administrators	<p>Teachers and Administrators</p>	<p>Classroom PBIS rubrics posted in each classroom</p>	<p>Teachers Demonstrate: Adherence to "Organizational Expectations" and increased positive relationships with students</p>	<p>Stakeholder Communications and Relationships (S6)</p>			
<p>4. All teachers follow the "Organizational Expectations" as outlined in the faculty handbook</p>	Ernest Moore					<p>Ernest Moore</p>	<p>Documentation in TKES evaluations for non-compliance with "Classroom Discipline" procedures or "Organizational Expectations" as outlined in the faculty handbook</p>	<p>Students Demonstrate: Positive behaviors as outlined by the school PBIS rubric and "AHS Graduate"</p>
<p>5. Check and Connect mentoring program.</p>		<p>Weekly (Sept.. 2016-May 2017)</p>			<p>GA Standards: Instruction (S1)</p>			
						<p>Leadership (S1, S2, S4, S5, S6, S7, S8)</p>		
						<p>Planning & Organization (S1, S5, S6)</p>		
						<p>Family and Community Engagement (S1, S2, S3)</p>		
						<p>School Culture (S1, S2, S3, S4, S5)</p>		
	<p>1. All interventions listed above</p>							
	<p>2. Phone call home</p>							





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Provide specific attendance interventions for students with 3 or more absences per class and per semester	after 3rd absence from each teacher. 3. Weekly meetings with counselors discussing students with 3 or more absences. 4. Home visits from social worker for students with 9 or more absences. 5. Letters sent home for students with 5 and 10 absences. 6. Clear record keeping for students with 10 absences in a row and withdrawal process followed.							
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Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Captains	Professional Learning Timeline	Artifacts/Evidence of Impact on Student Learning	Monitoring Teacher Implementation of Professional Learning	Estimated Cost, Funding Source, and/or Resources
Professional Learning Communities- Content Data Teams	Instructional Lead Teachers	Weekly (August 2016-May 2017)	Increased student achievement (overall course pass rate and 15% decrease in "Beginning" category of MGP courses)	TKES evaluations with emphasis on assessment strategies and uses, instructional strategies and academically challenging environment by administrators. Instructional Coach support	Instructional Coach Instructional Materials





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Accountability Partners	Administrators	Monthly (August 2016-2017)	Increased student engagement as documented in TKES evaluations	Monthly share out sessions Transcripts of full lessons as observed by partner	No Cost
School Wide Book Study- <i>The Cage Busting Teacher</i> by Frederick M. Hess	Administrators	Monthly (August 2016-May 2017)	Increased CCRPI score-moving towards 80 and meeting the goals outlined in the SIP	Monthly sign-in sheets and Agenda Increased course pass rate Evidence Analytical writing in all courses	Presentation Materials
CAT Support Teams	CAT Support Team Leader	Monthly (August 2016-May 2017)	Increased parent and student communication and engagement (website, drop in referrals, increased attendance, increased course pass rate, increased graduation rate, etc.)	Monthly sign-in sheets Agenda Increase parent and student engagement Decreased discipline referrals Increased teacher participation in PBIS	Materials relating to Presentations and community activities
New Teacher Orientation and Mentoring Program	Administrators	Monthly (August 2016-May 2017)	Teacher retention and increased student engagement and achievement in classes associated with new teachers to AHS	Monthly sign-in sheets and Agenda Increased use of strategies in the classroom Decrease in discipline referrals	Materials





Barrow County School System

Boldly Committed to Student Success

Seekers of Leadership (Cohort I and Cohort II)	Principal	Monthly (August 2016-May 2017)	Facilitation of increased opportunities for student leadership	Monthly Agenda Leadership Opportunities	Materials
Digital Coach and Technology	Digital Coach	Monthly (August 2016-May 2017)	Increased use of technology in the classroom, specifically relating to engagement and increased communication between teacher and student in the form of feedback.	Monthly sign-in sheets 3 and 4 ratings on standard 3 in TKES	Materials
Required Trainings	Counselors, Teachers, Nurse	Monthly (August 2016-May 2017) EL specific: September 21, 2016 and February 15, 2016 (Faculty Meetings)	Preparedness for increased differentiation with EL students, gifted students, and increased awareness with suicide prevention, epipen training, AED training, and CPR training	Monthly sign-in sheets	Materials

