



Barrow County School System

Boldly Committed to Student Success

Apalachee High School

**SCHOOL IMPROVEMENT PLAN
2018-2019**

NAME OF SCHOOL PRINCIPAL: Jennifer Martin

NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael

	Type name below for plan approval	Approval Date
Principal	Jennifer E. Martin	8/9/2018
School Governance Team Chairperson	Skyler Davis	8/21/18
System Professional Learning Coordinator	Ginger Crosswhite	7/26/2018
School Improvement Coordinator	Dr. David Beeland, Jr.	8/2/2018
Superintendent	Dr. Chris McMichael	8/2/2018



Goal 1: Increase graduation rate from 89.12% to 90%

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Increase percent of courses passed, 9-12, by implementing formative assessment data to adjust instruction, remediating in real time.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PLC team Leader	August, 2018- May, 2019 (Weekly)	Professional Learning Community (PLC) agendas, notes, minutes	Administrators and Instructional Coaches (monitored via walkthroughs, feedback in TKES)	Barrow County Instructional Frameworks; PLC Feedback; Exemplars
Implement, with fidelity, analytical and constructive writing expectations school wide, with a continued focus on annotation across all subject areas.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Literacy Team Member	August, 2018- May, 2019 (Monthly)	Administrators and Instructional Coaches (monitored via TKES observations)	Literacy Team monthly report	School-wide Literacy Rubric, Annotation Refresher Breakout
Administrators will observe 20 classrooms per week with a specific focus on active student engagement, utilizing the monthly engagement report .	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Administration	August, 2018- May, 2019 (Monthly Engagement Report)	Administrators and Instructional Coaches and monthly leadership team updates to discuss schoolwide engagement concerns	100% of AHS students will be actively engaged and visibly connecting with the standards. Lesson Plans and Monthly Engagement Report	“What is Engagement”- Professional Learning Session; Classroom Exemplars
Teachers will implement the Barrow County School System Instructional Frameworks with a focus on activating and summarizing strategies.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PLC Team Leader	August, 2018- May, 2019 (Daily implementation with weekly monitoring)	Administrators	Lesson Plans, Professional Learning Community (PLC) 100% of AHS classrooms will incorporate daily activating and summarizing strategies (Bell to Bell instruction)	AHS Instructional Expectations
Students will receive additional academic support through the “AHS Unplugged” program on Tuesdays and Thursday during study time.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Leadership Team	August, 2018- May, 2109 (Daily)	Administrators	“Chee Tracker” and TKES walkthroughs 100% of AHS students will participate in the “AHS Unplugged” program.	“AHS Unplugged” plan including a focus on literacy, study habits, and mental health
Additional supports for accelerated or academically struggling (Tiers 2-4) students						
Struggling subgroups largely fall within white and special education. These students will receive consistent formative assessment and consistent reteaching of the standards as intentionally planned for by the professional learning community (PLC). Where indicated, students will be referred to the MTSS process. In addition to the “AHS Unplugged” program, struggling students will be specifically pulled on Tuesdays and Thursdays. The math sequence and rubric will also be applied for special education when students qualify. Teachers will contact the caseload manager when special education students are failing.						
Professional Capacity building to support the above goal and action steps						
Professional learning will be focused on developing effective Tier 1 instruction through improvement in best practices as outlined by the Barrow County Frameworks. This will include monthly sessions on the following: Backward by Design, Formative Assessment, Activating and Summarizing Strategies, Student Engagement, AHS Instructional Expectations, and Literacy and Annotation, utilizing classroom exemplars and modeling and “Practice Perfect” by Doug Lemov.						
Family and Community Engagement						
“Taste of the Chee Curriculum Night”- an evening designed for parents to participate in actual strategies and experience a sampling of the curriculum their child engages with each day (once per semester, directly before the first progress report) “Rising Freshmen Curriculum Night” - an evening designed for parents to learn about setting their student up for success with a focus on graduation and post-secondary success. “Student-led IEP” tracking.						
Leadership Capacity						
Teachers need local school leadership to clearly define expectations during breakout sessions at the beginning of the school year (pre-planning). Local school leaders need county office support with monitoring instructional strategies and providing professional learning on engagement.						



Goal 2: Increase the Developing, Proficient, and Distinguished categories of MGP tested subjects in the following ways:

- **9th Literature: Decrease “Beginning” and “Developing” by 10%.**
- **American Literature: Decrease “Beginning” and “Developing” by 10%.**
- **Algebra I: Decrease “Beginning” and “Developing” by 20%.**
- **Geometry: Decrease “Beginning” and “Developing” by 15%.**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Algebra I teachers will implement the 360 degree classroom strategy, which allows for 100% of Algebra I students to engage with the curriculum in an observable way 100% of the time.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Algebra I PLC	August, 2018-May, 2019 (Daily)	Administration (feedback via TKES), Math Instructional Coach, Director of Math Curriculum	100% of AHS students will be actively engaged and visibly connecting with the standards. Lesson Plans and Monthly Engagement Report	Wall to wall whiteboards for each Algebra I classroom to complete the 360 rotation
Teachers will collaborate using lagging EOC data to determine weak strands and current formative assessment data to determine reteaching needs.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PLC leaders for above mentioned courses	August, 2018- May, 2019 (weekly)	PLC documentation form (minutes)	Administrators and Instructional Coaches (monitored via walkthroughs, feedback in TKES)	PLC expectations as defined in the faculty handbook
ELA teachers will discuss and implement annotation using writing exemplars and math teachers will focus on annotation through problem solving.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PLC leaders for above mentioned courses	August, 2018- May, 2019 (weekly)	Writing Exemplars, Lesson Plans, PLC documentation form (minutes)	Administrators and Instructional Coaches (monitored via walkthroughs, feedback in TKES)	Schoolwide writing rubric; PLC expectations as defined in the faculty handbook
Teachers will provide Extended Learning Time one week prior to grade reports to identify topics that need to be retaught or extend the learning environment.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Classroom Teacher	August, 2018- May, 2019 (quarterly)	ELT Lesson Plans and Monthly Engagement Report	Administrators (monitored via walkthroughs, feedback in TKES)	PL- “What is Differentiation”?
<p><u>Additional supports for accelerated or academically struggling (Tiers 2-4) students</u> Struggling students largely fall within the EL and SPED population. These students will receive additional support during AHS Unplugged, specifically on Tuesdays and Thursdays by request from their teacher of record for the course they are potentially failing. Teachers will request students to utilize AHS Unplugged study time for MTSS/RTI implementation.</p>						
<p><u>Professional Capacity building to support the above goal and action steps</u> Professional learning will be focused on developing effective Tier 1 instruction through improvement in best practices as outlined by the Barrow County Frameworks. This will include monthly sessions on the following: Technology and communication, What is Differentiation, PLC Expectations as defined by the AHS Faculty Handbook, Breakout sessions, and reteaching strategies based on mastery learning, and “Practice Perfect” by Doug Lemov. Increase the number of teachers who earn gifted and ESOL endorsement to meet the needs unique learning needs of specific student populations.</p>						
<p><u>Family and Community Engagement</u> Each teacher contacts 100% of their parents by August 31, 2018 and by January 31, 2019, opening lines of positive communication. In addition, it is the expectation that a parent is contacted any time a student is missing work and/or failing a class. Training- Parent Portal- available during Open House. Grade Reports sent home formally 3 times before final grade, and each teacher has a website and/or Google Classroom with current unit of study and resources, Community letter</p>						
<p><u>Leadership Capacity</u> Teachers need local school leadership to provide training for website and Google Classroom resources. Teachers also need local school leaders to provide training on positive communication options, such as Google Voice, and expectations of when that is appropriate to use different approaches. Local school leaders need support from the county office to ensure maximum efficiency with technology and support when issues arise from parents.</p>						



Goal 3: Decrease the number of students missing 5 or more days from 1,147 students to 750 students during the 2018-2019 school year.

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
AHS student Ambassadors will visit freshmen AHS Unplugged classrooms, discussing the significance of becoming involved and supporting freshmen academically	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Amy Bishop, Counselor	August, 2018- May, 2019 (weekly)	Assistant Principal and Counseling Department ensure Ambassadors are attending freshmen unplugged and implementing the program with fidelity	Improved freshmen attendance and freshmen course pass rate	AHS Ambassadors summer training
Students who attend AHS Unplugged for five consecutive days will participate in Fun Friday. Students who have an absence within a five day period will attend a remedial session in the cafeteria with teacher support	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Friday attendance team	August, 2018- May, 2019 (weekly)	Number of students participating in the Friday session	Improved school-wide attendance and overall course pass rate	AHS Unplugged breakout session
Students who are late to any class, including late to school, will attend tardy hall. This session includes tutoring and access to Google Classroom and Teacher Websites for any past or current assignments	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Joey Farah, administrator	August, 2018- May, 2019 (Daily)	Number of students in tardy hall each period	Improved school-wide tardiness and attendance and overall course pass rate	PL- What is Mastery Learning?
Principal will make weekly parent link callouts discussing research based tips on negative impact of tardiness and absenteeism and student achievement. Teachers contact home after 3 absences and the attendance office contacts home after 5 and 10 absences	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Principal and Classroom Teacher	August, 2018- May, 2019 (daily and when required based on days absent)	Number of parent link calls and number of teacher contacts (as documented in Infinite Campus)	Improved school-wide attendance and course pass rate	PL- Communication Expectations as defined in the AHS Faculty Handbook
Teachers will reward student behaviors with the AHS PBIS model- “The AHS Graduate.” focusing on soft skills and postsecondary success	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PBIS Cat Team	August, 2018- May, 2019 (weekly)	Weekly meetings to review discipline and attendance data	Improved school-wide attendance, and course pass rate. Improved school-wide culture as measured by the GA Health Survey and overall Star Rating (CCRPI)	PBIS breakout session- What does it mean to be an AHS Graduate?

Additional supports for accelerated or academically struggling (Tiers 2-4) students

Struggling students largely fall within the White subgroup. All students will receive additional support through small group counseling and home visits. Counselors, lead teachers, and administrators will stay in contact with cassload managers regarding absences for special education students.

Professional Capacity building to support the above goal and action steps

Professional learning will be focused on developing effective Tier 1 instruction through improvement in best practices as outlined by the Barrow County Frameworks. This will include monthly sessions on the following: Communication Expectations as outlined in the AHS Faculty Handbook, What is Mastery Learning, Building Positive Relationships with students and families, and “Practice Perfect” by Doug Lemov.

Family and Community Engagement

2018-2019 Community Letter published in the summer via social media, school website, and parent link phone call.
 Attendance Letters after 5 and 10 absences
 Parent link phone calls with specific research about the detrimental effects of poor attendance.

Leadership Capacity

Teachers need local school support when students are chronically absent. Home visits and social work referrals are critical for supporting the academic environment.
 Local school leaders need support from the county office with comparative attendance data with like systems.



Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

The transition from middle school to high school continues to be the biggest area of struggle for our students. We have an AHS Ambassadors program in place this year. A senior will “push-in” to AHS Unplugged once per week to support freshmen in several ways. Naturally, encouraging students to stay engaged in their academics is critical, but we are also focusing on an “All in” approach, aiming for every freshmen to be connected with at least one extra-curricular activity. Our Ambassadors are taking part in a training this summer to prepare for their critical leadership role. In addition, the AHS PBIS approach, “The Graduate,” is all about a focus in each grade level. For freshmen, this focus is about passing 8/8 and becoming involved. We also have a kindness component and a focus on empathy and mental health.

December 2018- 8th grade teachers meet with 9th grade teachers

January 2019- Middle School Tours

February 2019- Freshman Parent Night

March 2019- Schedule Reveal Night

Four years later, we have another transition. Apalachee High School values all post-secondary choices, but most importantly, we want our graduates prepared with confidence and character. Our PBIS approach, “The AHS Graduate,” has a focus shift for each grade level. For our seniors, we want to ensure everyone has a plan. Beginning junior year, students work hard on their transition plan, completing this plan their senior year. We also have the following parent and student sessions available for the 2018-2019 school year.

September 10—Financial Aid Night

November 8—Senior Parent Night/college admission panel discussion

December 6—FAFSA completion Event/College Goal GA

March 7—Junior Parent/College Admission Panel discussion

April 11—Academic Signing Day

