

Apalachee High School

2018-2019 School Improvement Plan Overview

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

Tier 1 Action Steps

- Increase percent of courses passed, 9-12, by implementing formative assessment data to adjust instruction, remediating in real time.
- Implement, with fidelity, analytical and constructive writing expectations school wide, with a continued focus on annotation across all subject areas.
- Administrators will observe 20 classrooms per week with a specific focus on active student engagement, utilizing the [monthly engagement report](#).
- Teachers will implement the Barrow County School System Instructional Frameworks with a focus on activating and summarizing strategies.
- Students will receive additional academic support through the “AHS Unplugged” program on Tuesdays and Thursday during study time.

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

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.

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.

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

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.

Teachers will collaborate using lagging EOC data to determine weak strands and current formative assessment data to determine reteaching needs.

ELA teachers will discuss and implement annotation using writing exemplars and math teachers will focus on annotation through problem solving.

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.

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

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.

Family and Community Engagement

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.

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

- AHS student Ambassadors will visit freshmen AHS Unplugged classrooms, discussing the significance of becoming involved and supporting freshmen academically
- 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
- 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
- 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
- Teachers will reward student behaviors with the AHS PBIS model- “[The AHS Graduate.](#)” focusing on soft skills and postsecondary success

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

Students will receive additional support through small group counseling and home visits. Counselors, lead teachers, and administrators will stay in contact with caseload managers regarding absences for special education students.

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.

