



Barrow County School System

Boldly Committed to Student Success

Barrow County Alternative Education Program

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

NAME OF SCHOOL PRINCIPAL: Mr. Chuck Torbett

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	9/6/2018
School Improvement Specialist	David Beeland, Jr.	7/27/17
System Professional Learning Coordinator	Ginger Crosswhite	10/5/2017
School Governance Team Chairperson	N/A	
Principal	Chuck Torbett	





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Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
II Attendance Rate	Infinite Campus / Google Drive	Principal, assistant principal, teachers, counselors, paraprofessionals, clerical staff, system school improvement specialist.	Parents and stakeholders will inform the contents of the plan as follows: <ul style="list-style-type: none"> Spring CNA survey results Plan will be communicated to parents and stakeholders using the following methods: <ul style="list-style-type: none"> Posted to the school's web site
II Student Motivation	PBIS		
I Course Completion Percentage	Infinite Campus / Transcripts / Gradpoint / Edgenuity		
III Instructional Resources	Inventory		
II Behavior/Discipline	Infinite Campus / Discipline Data		
II Recidivism	Infinite Campus / Tyler Pulse		
I Academic Achievement	Course Completion Percentage / Milestones / GMAs		
II Communication with Home Schools	Google Drive Forms		





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GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal (Specific, Measurable, Attainable, Results-Based, and Time-Bound)	Action / Strategies / Interventions Student group (All of Subgroup)	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, Resources	Alignment
				Artifacts	Evidence			
<p>Course Completion - Ensure percentage of students who have a “virtual teacher / our teacher” teacher of record completing courses remains above 60%</p> <p>In addition, derive a baseline of course completion rates for each subject area and set a goal of a 5% absolute increase if the baselines are below 60%</p>	<ol style="list-style-type: none"> 1. Family/Guardian Progress Meetings 2. Student Teacher Conferences 3. Staff Progress Meetings 4. Determine student course completion patterns prior to student admissions 5. Increase availability of instructional resources beyond Gradpoint and Edgenuity 6. Alter scheduling to improve student learning environment 	Department Heads for each content area and middle school	Evaluated at the end of every semester; Progress meetings with family/guardian at least every quarter; Staff progress meetings weekly Student teacher conferences as determined by staff progress meetings	Family Meeting Logs; Progress monitoring data sheets; Staff sign-in sheets; IC data on course completion	<p>Leaders Demonstrate: Evaluation of the student progress monitoring schema</p> <p>Teachers Demonstrate: awareness of student progress at an individual level, including cross-curricular achievement</p> <p>Students Demonstrate: understanding of their role in their progress</p>	Compile provisional course completion data based on student conference sheets. Collect course completion data each semester Disaggregate data upon receipt	Cost of Gradpoint and Edgenuity courses in conjunction with Foothills.	<p>BCSS Indicators: Goal Area One</p> <p>AdvancedED : 1.2, 1.3, 2.5, 3.2,</p> <p>GA Standards: 13, 15, 18</p>
<p>Milestones -</p> <ul style="list-style-type: none"> ● Increase percentage of math milestone students who pass (where pass is defined as equivalent score of 70 or higher) to 25.0% ● Increase percentage of science milestone students who pass to 40.0% ● Increase percentage of literature milestone students who pass to 50.0% ● Increase percentage of social science milestone students who pass to 15.0% ● Increase percentage of all milestone students who pass to 35.0% ● Increase percentage of all milestone students who pass from 33.3% to 38.3% 	<ol style="list-style-type: none"> 1. Strategic use of Test Prep materials 2. Use Universal Academic Screeners to identify and address academic issues with research-based interventions 3. Determine student milestone achievement patterns prior to student admissions 	Testing Coordinator or / Assistant Principal	Data collected at the end of each testing window; Data evaluated at each midterm and end of term. Staff meetings monthly to determine differentiation opportunities and scheduling; horizontal meetings weekly to address same	Student schedules; Testing rosters; Completed assignments from test prep materials; Completed assignments from offline instruction; MTSS Universal Screener	<p>Leaders Demonstrate: Evaluation of instructional practice, especially in the area of differentiation</p> <p>Teachers Demonstrate: knowledge of which students need additional instructional supports and adequate utilization of resources for instructional support</p> <p>Students Demonstrate: Mastery of state instructional standards as determined by test scores</p>	Maintain progress monitoring sheets and differentiation strategies; Maintain accurate testing roster; Compile course completion and content mastery data based on student conference sheets. Collect milestone data at the end of each testing session.	Cost of existing test prep materials	<p>BCSS Indicators: Goal Area One</p> <p>AdvancedED : 5.4</p> <p>GA Standards: A3, 13</p>

BARROW COUNTY ALTERNATIVE EDUCATION PROGRAM





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	4. Differentiation by adapting blended model to student needs and aptitude 5. Alter scheduling to improve student learning environment			results on Infinite Campus				
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GOAL AREA II: FAMILY AND STAKEHOLDER ENGAGEMENT

Smart Goal (Specific, Measurable, Attainable, Results-Based, and Time-Bound)	Action / Strategies / Interventions Student group (All of Subgroup)	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, Resources	Alignment
				Artifacts	Evidence			
Attendance Rate - increase student presence rate from 76.0 to 80.0%	<ol style="list-style-type: none"> 1. Utilize community support, including counselors, social workers, and LEOs to emphasize attendance 2. Communicate with home schools to anticipate attendance issues 3. Perform a root cause analysis to determine underlying issues affecting attendance rate 4. Collect data on patterns of student attendance to identify potential research-based strategies to remedy underlying issues, including attendance patterns prior to and after placements 5. PBIS awards linked to attendance 	Clerical staff	Daily attendance reports to all staff plus social workers and LEOs; communication with home schools at or before each student's admission conference; Weekly PBIS rewards and awards	Daily attendance reports; Master attendance sheet shared via Google Drive; attendance data on IC; PBIS points register shared via Google Drive; PBIS awards Documentation of requests for adaptive transportation for SWDs and MVP students	Teachers and Leaders Demonstrate: functional knowledge of which students are and are not consistently in attendance, and communication of that information to relevant parties Students Demonstrate: knowledge of how attendance correlates with course completion and content mastery	Social workers, counselors, and clerical staff send regular attendance notifications as necessary; Conference regularly with students in regards to their attendance; Communication with home schools upon placement at the BCAEP and transition from the BCAEP	Cost of PBIS awards	BCSS Indicators*: Goal Area Two AdvancED: 3.8, 4.6 GA Standards: FCE1, FCE6





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<p>Student Motivation - decrease percentage of student course sections in which a final grade of 40% or lower is earned from 27.8% to 26.0%</p>	<ol style="list-style-type: none"> 1. Use PBIS rewards to identify and praise positive behaviors towards course completion 2. Use IC data to identify student performance patterns prior to and after student placement 3. Use counselors to identify and refer mental health issues 4. Use research-based interventions in accordance with BCSS MTSS strategies 5. Use counselors and social workers to meet with students on a regular basis to check on previously defined goals 	<p>Counselor(s)</p>	<p>Weekly counselor meetings; Weekly PBIS rewards</p>	<p>Student-led conference logs; staff progress monitoring sheet shared via Google Drive; counselor records on Infinite Campus; student performance data on IC</p>	<p>Leaders Demonstrate: Evaluation of counselors' efficacy in meeting with students regularly Teachers Demonstrate: awareness of students in need of counseling support Students Demonstrate: understanding of the counseling supports available to them</p>	<p>Leaders will meet with counselors weekly to evaluate progress; Leaders will meet with counselors at the end of each student's placement to determine goal completion</p>	<p>Cost of PBIS rewards.</p>	<p>BCSS Indicators*: Goal Area Two AdvancED: 4.6, 4.7 GA Standards: FCE1, SC4</p>
<p>Behavior / Discipline - increase ratio of students with fewer referrals in semesters during and after placement in comparison to semesters before placement from 61.1% to 65.0%</p>	<ol style="list-style-type: none"> 1. Use PBIS rewards to identify and praise positive behaviors 2. Use Universal Behavior Screeners to identify and address behavioral concerns 3. Implement research-based intervention strategies in accordance with formal MTSS plans 4. Follow the BCAEP discipline plan 5. Recognize individual student achievements by issuing immediate awards and having cookouts each 	<p>Principal / Assistant Principal</p>	<p>Evaluated at the end of student placement; Monthly staff meetings to review discipline plan and data; Yearly NVCI re-certification</p>	<p>IC behavior data; MTSS data on each student at time of placement; MTSS Universal Screener results on Infinite Campus</p>	<p>Leaders Demonstrate: understanding of each student's individual disciplinary needs Teachers Demonstrate: knowledge of the discipline plan and how to apply it effectively Students Demonstrate: Knowledge of PBIS, the discipline plan, and how behavior directly impacts student achievement</p>	<p>Leaders will monitor PBIS data, and discuss PBIS trends at monthly staff meetings.</p>	<p>Cookout costs \$200 per semester; NVCI training paid for by district</p>	<p>BCSS Indicators*: Goal Area Two AdvancED: 2.4, 2.6 GA Standards: SC1</p>





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	semester to engage stakeholders 6. Conduct NVCI / MTSS Training for all staff							
Recidivism - decrease percentage of students on repeat placement from 12.1% to 10.0%	<ol style="list-style-type: none"> 1. PBIS rewards 2. Use counselors and social workers to ease transition from placement 3. Give counselors at home schools a present level of performance upon their return 4. Propose piloting a formal return process with partner schools that can in turn be expanded to other schools in the future. 	Clerical staff / Principal / Assistant Principal	Evaluated at admissions conferences; Monthly staff meetings to identify transition issues; PLPs at end of placement; Return process steps to be determined at discretion of home schools	Present level of performance sheets, both received and sent; meeting logs from counselors; MTSS data	<p>Leaders Demonstrate: Interoperability with other schools' MTSS systems</p> <p>Teachers Demonstrate: Knowledge of each student's present level of performance</p> <p>Students Demonstrate: Awareness of their goals and strategies for managing their behavior</p>	Leaders will ensure a smooth transfer of MTSS data and PLPs at the beginning and end of each student's placement; Parameters of proposed return process will be developed in Spring 2017 semester	Cost of PBIS rewards; Cost of Google Forms access	<p>BCSS Indicators*: Goal Area Two</p> <p>AdvancED: 1.1</p> <p>GA Standards: SC4, SC5</p>





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GOAL AREA III: OPERATIONAL EFFECTIVENESS

Smart Goal (Specific, Measurable, Attainable, Results-Based, and Time-Bound)	Action / Strategies / Interventions Student group (All of Subgroup)	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, Resources	Alignment
				Artifacts	Evidence			
Drills and Reporting - Maintain 100% performance and reporting of all relevant safety drills and procedures (severe weather drills, fire drills, lockdowns, etc.)	<ol style="list-style-type: none"> 1. Review fire and weather drill procedures with students on a regular basis 2. Review lockdown procedures (with SRO involvement) 	Facilities Manager / Assistant Principal	Evaluated monthly at staff meetings and leadership meetings; Emergency preparedness drills conducted according to local, state, and federal guidelines	Drill and reporting logs	<p>Leaders Demonstrate: Performance on all drills; Adequate reporting to the relevant state level coordinators; and implementation of revisions to safety plans as needed</p> <p>Teachers Demonstrate: Knowledge of all relevant drills and procedures relating to safety</p> <p>Students Demonstrate: Understanding of the importance of safety drills and procedures, and participation in all relevant drills and procedures</p>	Review procedures at faculty meetings; Walkthrough of facility to ensure safety information is posted clearly; Review prior procedures upon completion of drills	No cost.	<p>BCSS Indicators*: Goal Area Three</p> <p>AdvancED: 4.3</p> <p>GA Standards: PO6</p>





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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
Emergency Preparedness Procedures	Facilities Manager / Assistant Principal	Pre-planning / beginning of spring semester	Safe environment; documentation of drills from state	Facilities manager verification at each drill	No cost. SRO as a resource
Suicide Prevention staff training	Counselors	Pre-planning	Progress reports and meeting notes	Completion of curriculum	No cost. Counselor presentation
GradPoint/Edgenuity training sessions	Admin, High School and Middle School lead teachers	Fall semester/spring semester	Progress reports and meeting notes	Differentiated instruction as determined by TKES	No cost
NVCI training to support behavior and discipline goal	Professional Learning Coordinator	Yearly based on re-certification schedule	Certificates and training notes	Attendance log for NVCI training, physical restraint reports	County level responsibility
CPR staff training	Clinic staff	Biannually based on re-certification schedule	Safe environment	Attendance log for CPR training; after-incident reports	\$10 per staff member
Test administration training	Testing Coordinator / Assistant Principal	Prior to each testing window	Sign-in sheets and training documents	Examiner's sheet after each testing session	No cost
Targeted PLC Meetings <ul style="list-style-type: none"> - Team-Focused Horizontal Meetings (High School team, Middle School team, Administrative team) - Full Staff Vertical Meetings (Content Area, SPED, etc.) 	High School Team Leader, Middle School Team Leader, Counseling Staff, Administration	July to May (weekly horizontal meetings, monthly vertical meetings)	Sign-in sheets, meeting agendas, student performance summary sheets, school-wide TKES professional learning goal of increasing student course completion rate to 53%	Course sections and placements updated and validated at each student admission; altering meeting agendas to suit dynamic student achievement goals; alignment with personal TKES goals for educators, with emphasis on instructional strategies and a supportive academic environment fostered by administrators	No cost





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Proposed Initiatives

Proposed Initiative Overview	Captains	Proposed Initiative Start Date(s)	Key Data Sets	Implementation Goals	Questions/Concerns
Postvention plan for students returning to home schools from BCAEP placements	Principal(s) / Assistant Principal(s)	End of each student's individual placement	<ol style="list-style-type: none"> 1. MTSS data, including UBS results (available on IC) 2. Attendance data (available on IC) 3. Academic performance data (available on IC and through progress reports) 4. Behavior data (available on IC, with additional data from referrals as necessary) 5. Counselor support data (available on IC, with additional data from counselor referrals and contact logs as necessary) 	<p>Once these five areas of data are sent to the home schools at the end of a student's placement, we can determine whether or not a formal transition meeting is optimal, on a case-by-case basis.</p> <p>Additionally, we will determine and advise what post AEP placement options (return to home school, transfer to non-traditional options such as Foothills, Move on When Ready, Dual Enrollment, etc.) might be appropriate for each student based on his/her academic performance and personal goals as set by SIP Goal #4.</p>	<ol style="list-style-type: none"> 1. How/when/where do we meet? 2. Will meetings with stakeholders and the home schools be in person or via teleconference? 3. How do we measure successful implementation of this initiative?
Self-contained educational settings as a least-restrictive environment for SWDs with EB/conduct disorder(s)	Special education teacher(s), IEP team members, district-level special education staff	Beginning of EBD/SWD placement	<ol style="list-style-type: none"> 1. Behavior data (available on IC, with additional data from referrals as necessary) 2. Attendance data (available on IC) 3. Academic performance data (available on IC and through progress reports) 4. Behavior Intervention Plan data (available via GoIEP) 5. Anecdotal Record of Behavior data (available via IC and GoIEP) 	<p>At regular IEP re-evaluations, determine the appropriateness of using a self-contained setting as the least-restrictive environment for each affected student moving forward</p>	<ol style="list-style-type: none"> 1. How do we measure successful implementation of this initiative? 2. How does this initiative impact home school learning environments? 3. Will there be a continuing need for a self-contained educational setting at the BCAEP?

