



Barrow County School System

Boldly Committed to Student Success

Barrow County Alternative Education Program

SCHOOL IMPROVEMENT PLAN 2018-2019

NAME OF SCHOOL PRINCIPAL: 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
Principal		
School Governance Team Chairperson		
System Professional Learning Coordinator	Ginger Crosswhite	8/7/2018
School Improvement Coordinator	Dr. David Beeland, Jr.	8/2/2018
Superintendent	Dr. Chris McMichael	8/19/2018



Goal 1: 80% of students will demonstrate at least 30 percentage points of growth between course pretests and cumulative finals in courses where the student is enrolled at the BCAEP for credit accrual for at least 16 weeks of the course.

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Teachers will administer content-valid course pretests upon student enrollment in courses.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher	August 2018 - May 2019 (upon student enrollment)	Administrators (monitored via walkthroughs and feedback in TKES)	Progress Monitoring Sheet data	Instructional materials
Teachers will administer content-valid cumulative course finals upon student completion of courses.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher	August 2018 - May 2019 (upon student completion of courses)	Administrators (monitored via walkthroughs and feedback in TKES)	Progress Monitoring Sheet data	Instructional materials
Teachers will differentiate instruction based upon student aptitude and information aggregated prior to student placement.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher	August 2018 - May 2019 (daily)	Administrators (monitored via walkthroughs and feedback in TKES)	Progress monitoring sheet data, stakeholder contact logs, counselor contact logs	Instructional materials, planning sheets, G-Drive data, IEP/504 documents
Teachers and staff will hold weekly progress monitoring meetings as a function of a professional learning community to evaluate student achievement and drive decisions on differentiation.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher and Data Team Lead	August 2018 - May 2019 (weekly)	Administrators	Progress monitoring sheet data	G-Drive data
Teachers and staff will use GMA data to compare effectiveness of strategies among different subgroups and cohorts of students.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Data Team Lead	August 2018 - May 2019 (upon student completion of GMA)	Administrators	Infinite Campus, SLDS, GADOE reports, DRC	Infinite Campus, SLDS, GADOE reports, DRC
Additional supports for accelerated or academically struggling (Tiers 2-4) students Accelerated students will receive additional supports in concert with accelerated teachers from home schools; struggling students will receive differentiation based on aptitude, in line with their strengths and deficiencies.						
Professional Capacity building to support the above goal and action steps Utilizing common planning time to build professional learning communities, while using shared digital resources developed within the program						
Family and Community Engagement Incentivized quantity and quality of parent contact with stakeholders to increase meaningful relationship building, in concert with Goal Two.						
Leadership Capacity Administration is decisively engaged in sharing decision-making regarding processes and outcomes.						



Goal 2: To further our ideals of improved academic achievement, improved attendance, and improved student behavior, teachers as a whole will contact and document contact with each student’s stakeholders at a minimum of once a week, using information aggregated at weekly progress meetings, completed with 95% consistency throughout the 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
Hold weekly progress monitoring meetings	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher and data team lead	August 2018 - May 2019 (weekly)	Administrators (attending meetings)	Progress monitoring sheet data	Instructional materials, G-Drive data
Have data in by Wednesday afternoons	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher and data team lead	August 2018 - May 2019 (weekly)	Administrators (checking with lead teacher and data team lead)	Progress monitoring sheet data	Instructional materials, G-Drive data
Print out progress reports once data is in	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Data team lead	August 2018 - May 2019 (weekly)	Administrators (checking with data team lead)	Progress reports	Instructional materials, G-Drive data
Assign staff members to make contact	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher	August 2018 - May 2019 (weekly)	Administrators (checking with lead teacher)	Sign-in sheets	G-Drive data
Gather data on effectiveness of contact compared to student achievement	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Data team lead	August 2018 - May 2019 (at least once per grading period)	Administrators (checking with data team lead)	Correlational spreadsheets	G-Drive data, Infinite Campus, SLDS, GADOE reports, DRC
Additional supports for accelerated or academically struggling (Tiers 2-4) students						
Accelerated students will receive additional supports in concert with accelerated teachers from home schools; struggling students will receive differentiation based on aptitude, in line with their strengths and deficiencies.						
Professional Capacity building to support the above goal and action steps						
Utilizing common planning time to build professional learning communities, while using shared digital resources developed within the program						
Family and Community Engagement						
Incentivized quantity and quality of parent contact with stakeholders to increase meaningful relationship building, in concert with Goal One.						
Leadership Capacity						
Administration is decisively engaged in sharing decision-making regarding processes and outcomes.						



Goal 3: Maintain 100% performance and reporting of all relevant safety drills and procedures, including monthly safety meetings.

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Hold monthly safety meetings	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Safety czar	August 2018 - May 2019 (monthly)	Administrators (attending meetings)	Sign-in sheets	Instructional materials, G-Drive data
Severe weather drills	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Facilities manager	August 2018 - May 2019 (as required by GEMA or local LEO)	Administrators (reviewing drill logs)	Drill logs, online reporting	BCSS safety manual
Fire drills	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Facilities manager	August 2018 - May 2019 (as required by GEMA or local LEO)	Administrators (reviewing drill logs)	Drill logs, online reporting	BCSS safety manual
Lockdown drills	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Facilities manager	August 2018 - May 2019 (as required by GEMA or local LEO)	Administrators (reviewing drill logs)	Drill logs, online reporting	BCSS safety manual
Ensure USCO and LEO interventions are entered into relevant data retention systems, and cross-checked with home schools for accuracy.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	SRO and data team lead	August 2018 - May 2019 (as information becomes available)	Administrators (checking with SRO and data team lead)	Infinite Campus, SLDS, GADOE reports, DRC	Infinite Campus, USCO reports
Additional supports for accelerated or academically struggling (Tiers 2-4) students Not applicable to this goal.						
Professional Capacity building to support the above goal and action steps Utilizing our SRO in his new training capacity to develop and relay meaningful safety information to stakeholders and staff members.						
Family and Community Engagement Interacting with all relevant stakeholder agencies, in concert with the district safety officer.						
Leadership Capacity Administration is decisively engaged in sharing decision-making regarding processes and outcomes.						



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.

We have developed a procedure incorporating shared digital resources including Infinite Campus information, customized planning documents, and interoperability with home schools. Admissions conferences are held upon placement to establish expectations in terms of both behavior and academics. Home schools are notified of student placement end dates, and information is made available to their leadership teams. Students receiving specialized services continue to receive those services during their placement, and formal transition plans are developed when appropriate.

