

Barrow County Alternative Education Program

2018-2019 School Improvement Plan Overview

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

- Teachers will administer content-valid course pretests upon student enrollment in courses.
- Teachers will administer content-valid cumulative course finals upon student completion of courses.
- Teachers will differentiate instruction based upon student aptitude and information aggregated prior to student placement.
- 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.
- Teachers and staff will use GMA data to compare effectiveness of strategies among different subgroups and cohorts of students.

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.

Family and Community Engagement

Incentivized quantity and quality of parent contact with stakeholders to increase meaningful relationship building, in concert with Goal Two.

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

- Hold weekly progress monitoring meetings
- Have data in by Wednesday afternoons
- Print out progress reports once data is in
- Assign staff members to make contact
- Gather data on effectiveness of contact compared to student achievement

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.

Family and Community Engagement

Incentivized quantity and quality of parent contact with stakeholders to increase meaningful relationship building, in concert with Goal One.



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

Tier 1 Action Steps

- Hold monthly safety meetings
- Severe weather drills
- Fire drills
- Lockdown drills
- Ensure USCO and LEO interventions are entered into relevant data retention systems, and cross-checked with home schools for accuracy.

Family and Community Engagement

Interacting with all relevant stakeholder agencies, in concert with the district safety officer.

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.