



**Barrow County School System**

Boldly Committed to Student Success

# Sims Academy of Innovation and Technology

## SCHOOL IMPROVEMENT PLAN 2018-2019

**NAME OF SCHOOL PRINCIPAL:** Dr. Douglas Blackwell

**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	Dr. Douglas L. Blackwell	8/28/18
School Governance Team Chairperson	Chris Maddox	
System Professional Learning Coordinator	Ginger Crosswhite	8/22/18
Title I Director	Dr. David Beeland, Jr.	8/22/18
Board of Directors	Joe Vogt	
Superintendent	Dr. Chris McMichael	8/22/18



**Goal 1: Seventy percent of students will meet or exceed EOPA exam cut scores in each course per semester during the 2018-19 school year. 2018 data: 573 of 947 students who took an EOPA exam passed (60% district pass rate).**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Utilize appropriate test prep materials and resources (instructor-created or industry prepared) <ul style="list-style-type: none"> <li><input type="checkbox"/> Study guides</li> <li><input type="checkbox"/> Tutorial review sessions</li> </ul>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	All teachers  Principal	August 2018-May 2019	Monitor the # of students who are eligible to take the EOPA test  Monitor the # of students scoring 70% or better in the third level CTAE classes and prerequisite courses.	Comparison of students entering and completing pathways  EOPA Pass Rate and Results	CTAE course availability per semester (based on master schedule planning)  EOPA study guide
Teacher participation in EOPA Crosswalk Training (seven teachers registered for October 22, 2018, four teachers trained in 2017)	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Principal  All teachers  CTAE Director	October 22, 2018	Monitor teacher registration and attendance  Crosswalk document  Pacing guides	Lesson plans aligned with pacing guides  Classroom observations	CTAERN Network  Substitute teachers (if needed) to allow teacher participation in crosswalk training (4th period planning second semester will be conducive for PL)  Redelivery of October 22nd training  CTAE Director (Budget for travel)
Use the BCSS Instructional Framework, and authentic problem-based learning activities/projects <ul style="list-style-type: none"> <li><input type="checkbox"/> Daily EOPA lesson openers, and/or closure questions will be implemented in each CTAE class</li> <li><input type="checkbox"/> Book Study: The Standards-Based Classroom: Make Learning the Goal</li> </ul>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Principal  All teachers  System PL Coordinator	PL dates August 2018-May 2019	Lesson Plans  Instructional Rounds  Classroom observations (Formal and informal)	Peer reviews  Formal and Informal Observations  Student work	Instructional Frameworks: <a href="#">CTAE</a> <a href="#">Math</a> <a href="#">Science</a> <a href="#">Foreign Languages</a>  Professional Learning support from System PL Coordinator and RESA  Twenty-eight (28) copies of book study text
<p><b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b></p> <ul style="list-style-type: none"> <li>- Remediation/re-testing opportunities for student within 3% of passing EOPA</li> <li>- Remediation opportunities for students (missing/make up work, retesting, alternative assignments/assessments, performance opportunities)</li> <li>- Enrichment opportunities (i.e, SBES, school-based projects, community based learning opportunities, Sims Student Showcase, STEAM showcase) to keep accelerated students invested/engaged and provide opportunities for demonstration of skill at any level</li> <li>- Strategies to support SWD within in the co-taught setting are (not limited to): any level               <ul style="list-style-type: none"> <li>- One-on-one support</li> </ul> </li> </ul>						



- Rephrasing/clarifying directions
- Small group
- Extended time
- Modifying test questions to reduce number of choices-per IEP
- Provide immediate feedback
- Check work frequently for understanding
- Give redirection when needed to stay focused-per student needs

**Professional Capacity building to support the above goal and action steps**

- PD for teachers (End in Mind/Crosswalks for EOPA)
- GACTE
- CTAERN related to pathways/courses
- Professional learning on data analysis for all staff
- Collaborative faculty/peer sessions monthly
- Encourage teachers to seek endorsements in the areas of Gifted and ESOL
- Redelivery of end of pathway crosswalk training (CTAE Director)
- Spring follow up training (Dr. Wood)
- Book Study: The Standards-Based Classroom: Make Learning the Goal

**Family and Community Engagement**

- Parent Orientation and Curriculum nights w/ high schools and middle school families to share EOPA information
- Communicate with parents to share students' progress in courses.
- Develop success plan and schedule parent conferences for students failing courses.
- Share study materials with parents

**Leadership Capacity**

- Principal will ensure progress reports are distributed for students who are failing courses.
- Principal will ensure parents conferences are held for students failing courses.
- Principal will ensure students and parents have access to test prep materials and monitor tutorial session attendance (biweekly).



**Goal 2: 100% of students enrolled in Level III CTAE courses will participate in mock interviews, job shadow/virtual job shadow, and resume completion each semester of the 2018-19 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
Level 3 students will participate in at least three activities listed below:: <ul style="list-style-type: none"> <li>■ Mock interviews</li> <li>■ Field trips (destinations TBA)</li> <li>■ Job shadows/career research</li> <li>■ Virtual Job Shadow participation</li> <li>■ Post secondary visits (teleconference visit, guest speakers)</li> <li>■ Completed resume</li> </ul>	<ul style="list-style-type: none"> <li>■ Strong</li> <li>■ Moderate</li> <li>■ Promising</li> <li>■ Rationale</li> </ul>	Principal Business Liaison  Teachers  WBL Coordinators	October 18th and 1st Week of March for mock interviews  At least 1 guest speaker per course per semester	Record of planning and participation in job interviews  Evidence of invitations for community members to participate in mock interviews  Checklist of student participation in activities  Virtual Job Shadow Activity Log	Student grades  Student participation logs  Teacher records of student participation  Survey of community participants	Virtual Job Shadow Software  Bus sponsorships for field trips through business partners
Track students' post high school graduation to monitor employability and workforce readiness.	<ul style="list-style-type: none"> <li>■ Strong</li> <li>■ Moderate</li> <li>■ Promising</li> <li>■ Rationale</li> </ul>	IT Director of Student Services, Accountability, & Assessment Teachers Admin	August 2018-ongoing	Students will receive a LinkedIn account  Students will receive a professional Gmail account  Survey Data	Google form that will keep track of all student accounts	Barrow County Technology Department
<b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b> <ul style="list-style-type: none"> <li>- Utilize extended time built into the schedule for remediation or enrichment</li> </ul>						
<b>Professional Capacity building to support the above goal and action steps</b> Teacher training on best practices with resumes						
<b>Family and Community Engagement</b> <ul style="list-style-type: none"> <li>- Engage community partners to help with mock interview, job shadows, field trips</li> <li>- Lunch and learns</li> </ul>						
<b>Leadership Capacity</b> <ul style="list-style-type: none"> <li>- Principal will provide feedback to teachers during implementation of activities and during formative and summative conferences</li> <li>- Principal will ensure the administration, completion of surveys, and use of data for mock interviews and job shadow/virtual job shadow activities each semester</li> </ul>						



**Goal 3: Increase FY20 student enrollment per pathway, based on FY19 enrollment data, to meet the State Maximum Class Size.**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Complete scheduling activities to assure an adequate number of course sections and to meet state funding formulas	<ul style="list-style-type: none"> <li>■ Strong</li> <li>■ Moderate</li> <li>■ Promising</li> <li>■ Rationale</li> </ul>	Principal  All teachers	October 2018-May 2019	Master schedule checklist	Completed 2019-2020 master schedule	IC/Master schedule training
Complete master schedule planning with Apalachee High School and Winder-Barrow High School in November-December 2018	<ul style="list-style-type: none"> <li>■ Strong</li> <li>■ Moderate</li> <li>■ Promising</li> <li>■ Rationale</li> </ul>	Principals Assistant Principals Counselors Registrars	November-December 2018	Meeting sign in sheet  Master Schedule (IC)	Completed 2019-2020 master schedule	None
Implement a recruitment plan with ongoing activities to increase student enrollment <ul style="list-style-type: none"> <li>❑ Meet and plan with home school counselors and administrators</li> <li>❑ Recruitment fair</li> <li>❑ Orientation program</li> <li>❑ Plan and attend recruitment events and activities</li> </ul>	<ul style="list-style-type: none"> <li>■ Strong</li> <li>■ Moderate</li> <li>■ Promising</li> <li>■ Rationale</li> </ul>	Principal  All teachers	August 2018-May 2019	Record of planned, successful recruitment activities  Record of attendance and participation in recruitment activities	Enrollment data (increased enrollment)  Master schedule	IC training
<b><u>Additional supports for accelerated or academically struggling (Tiers 2-4) students</u></b> - Utilize extended time built into the schedule for remediation or enrichment						
<b><u>Professional Capacity building to support the above goal and action steps</u></b> Infinite Campus Training-Master Scheduling Modules						
<b><u>Family and Community Engagement</u></b> - Engage community partners to help with marketing Sims - Community and school wide recruitment activities						
<b><u>Leadership Capacity</u></b> - Principal will schedule time to meet with the district Administrative Systems Manager - ITS for planning and training on master scheduling via Infinite Campus and maintain evidence of meetings - Principal will ensure accuracy and completion of master scheduling activities according to deadlines established by ITS						

