



Barrow County School System

Boldly Committed to Student Success

Apalachee High School

**SCHOOL IMPROVEMENT PLAN
2019-2020**

NAME OF SCHOOL PRINCIPAL: Jennifer Martin

NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael

	Type name below for plan approval	Approval Date
Principal	Jennifer E. Martin	8/13/2019
School Governance Team Chairperson	Bel Outwater	9/17/2019
System Professional Learning Coordinator	Ginger Crosswhite	8/13/2019
School Improvement Coordinator	Dr. David Beeland, Jr.	8/13/2019
Superintendent	Dr. Chris McMichael	9/17/2019



Goal 1: Increase graduation rate from 90.68% to 91.5%

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Increase percent of courses passed, 9-12, by implementing formative assessment data to adjust instruction, remediating in real time.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PLC team Leader	August, 2019- May, 2020 (Weekly) , Fridays	Professional Learning Community (PLC) minutes Friday admin. Meeting agendas	Weekly pass/fail reports for courses with a focus on support for course with significant failure rates	Professional Learning- Functional PLCs
Administrators will observe 20 classrooms per week with a specific focus on clear expectations and classroom procedures, utilizing the monthly engagement report .	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Team	August, 2019- May, 2020 (Monthly Engagement Report emailed to faculty, last Friday of the month)	leadership discusses school-wide concerns with problems of practice	100% of AHS students will be actively engaged and visibly connecting with the standards. Monthly Engagement Report	Common routines and procedures, specifically for 9th graders
Teachers will implement the Barrow County School System Instructional Frameworks with a focus on standards-based instruction.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PLC Team Leader	August, 2019- May, 2020 (Daily implementation with weekly monitoring, via TKES feedback)	Administrators	Lesson Plans, specifically teaching strategies, Professional Learning Community (PLC, minutes) 100% of AHS classrooms will incorporate standards-based instruction	AHS Instructional Expectations and “The AHS Teacher” “From Standards to Success,” by Mark R. O’Shea
Students will receive additional academic support and post-secondary planning through the “AHS Advisement” program , Monday-Thursday.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Leadership Team, grade level	August, 2019- May, 2020 (Monday-Thursday)	Advisement Teachers	“Chee Tracker” and “AHS Advisement Checklist” 100% of AHS students will participate in the “AHS Advisement”	“AHS Advisement” plan including a focus on literacy, study habits, and mental health
Students will receive additional academic support through the “AHS ELT” program, Monday-Thursday.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PLC Leaders	August, 2019- May, 2020 (Monday-Thursday)	PLC Leaders	PLC minutes track percentage of students passing specific course	“From Standards to Success,” by Mark R. O’Shea
Additional Supports for accelerated and academically struggling (Tiers 2-4) students						
Struggling subgroups largely fall within special education. These 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 Advisement” 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.						
Professional Capacity building to support the above goal and action steps						
Professional learning will be focused on developing effective Tier 1 instruction through modeling a successful PLC. This will include monthly sessions on the following: Standards-Based Teaching, Standards- Based Grading, Formative Assessment, High Leverage Practices, AHS Instructional Expectations, and “The AHS Teacher” . Weekly Blog- Monday Memo . Using Instructional Round Data- identify problems of practice and address in monthly PLs. Use of “From Standards to Success” by Mark R. O’Shea to facilitate standards based teaching and grading conversations.						
Family and Community Engagement						
“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. Grade Level meetings, “This is What your Student Should Look like.”						
Leadership Capacity						
Teachers need local school leadership to clearly define expectations during breakout sessions at the beginning of the school year (pre-planning). Local school leaders need county office support with monitoring instructional strategies and providing professional learning on engagement.						



Goal 2: Increase the Beginning and Developing categories of MGP tested subjects in the following ways:

- **9th Literature: Increase “Proficient” from 42.72% by 7%.**
- **American Literature: Increase “Proficient” from 38.57 by 10%.**
- **Algebra I: Increase “Developing” from 42.51% by 15%.**
- **Geometry: Increase “Proficient” from 27.88% by 15%.**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Algebra I teachers will continue using the 360 degree classroom strategy, which allows 100% of Algebra I students to engage with the curriculum in an observable way.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Algebra I PLC	August, 2019-May, 2020 (strategy outlined by lesson plans and utilized when appropriate for instruction)	Algebra I, PLC Leader	Lesson Plans, specific strategy, using 360 boards	Wall to wall whiteboards for each Algebra I classroom to complete the 360 rotation
Teachers will collaborate using lagging EOC data to determine weak strands and current formative assessment data to determine reteaching needs.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PLC leaders for above mentioned courses	August, 2019- May, 2020 (weekly, during published PLC meeting days and times)	PLC documentation form (minutes)	Administrators (monitored via walkthroughs, feedback in TKES)	PLC expectations as defined in the faculty handbook and modeled in professional learning sessions.
ELA teachers will discuss and implement annotation using writing exemplars and math teachers will focus on annotation through problem solving.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PLC leaders for all ELA courses	August, 2019- May, 2020 (weekly, during published PLC meeting days and times)	PLC documentation form (minutes)	Administrators (monitored via walkthroughs, feedback in TKES)	Schoolwide writing rubric; PLC expectations as defined in the faculty handbook
Teachers will provide Extended Learning Time four times per week to ensure mastery learning.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Classroom Teacher	August, 2019- May, 2020 (quarterly)	ELT Lesson Plans and Monthly Engagement Report	Administrators (monitored via walkthroughs, feedback in TKES)	Professional learning focus on formative assessment and differentiation.

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

Struggling students largely fall within the SPED population. These students will receive additional support during AHS Advisement, specifically Monday-Thursday, by request from their teacher of record for the course they are potentially failing. Teachers will request students to utilize AHS Advisement study time for MTSS/RTI implementation.

Professional Capacity building to support the above goal and action steps

Professional learning will be focused on developing effective Tier 1 instruction through modeling a successful PLC. This will include monthly sessions on the following: Technology and communication, What is Differentiation?, PLC Expectations as defined by the AHS Faculty Handbook, and Breakout sessions. Increase the number of teachers who earn gifted and ESOL endorsement to meet the needs unique learning needs of specific student populations. [Weekly Blog- Monday Memo](#). Using Instructional Round Data and “Essential Truths for Teachers” by Danny Steele and Todd Whitaker to support monthly PLs.

Family and Community Engagement

Each teacher contacts 100% of their parents by August 31, 2019 and by January 31, 2020. 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. Each teacher has a website and/or Google Classroom with current unit of study and resources, Community letter for all AHS parents.

Leadership Capacity

Teachers need local school leadership to provide training for website and Google Classroom resources in addition to a digital learning focus with a digital literacy coach.. Teachers also need local school leaders to provide training on positive communication options, such as Google Voice, and expectations of when it is appropriate to use different approaches. Local school leaders need support from the county office to ensure maximum efficiency with technology and support when issues arise from parents.



Goal 3: Decrease the number of students missing 10 or more days from 750 to 600.

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
AHS student Ambassadors will be specifically assigned to freshmen who accumulate a high rate of unexcused absences.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Joey Farah, Assistant Principal	August, 2019- May, 2020 (weekly)	Assistant Principal and Counseling Department ensure Ambassadors are assigned to high risk freshmen.	Improved freshmen attendance and freshmen course pass rate	AHS Ambassadors training
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	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Tardy Hall Coordinator	August, 2019- May, 2020 (Daily)	Number of students in tardy hall each period	Improved school-wide tardiness and attendance and overall course pass rate	Teacher Websites
Principal will make weekly parent link callouts discussing research based tips on negative impact of tardiness and absenteeism on student achievement. Teachers contact home after 3 absences and the attendance office contacts home after 5 and 10 absences	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Principal and Classroom Teacher	August, 2019- May, 2020 (weekly and when required based on days absent)	Number of parent link calls and number of teacher contacts (as documented in Infinite Campus)	Improved school-wide attendance and course pass rate	PL- Communication Expectations as defined in the AHS Faculty Handbook
Teachers will reward student behaviors with the AHS PBIS model- “The AHS Graduate.” focusing on soft skills and postsecondary success	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	PBIS Cat Team	August, 2019- May, 2020 (daily)	Weekly meetings to review discipline and attendance data	Improved school-wide attendance, and course pass rate. Improved school-wide culture as measured by the GA Health Survey and overall Star Rating (CCRPI)	Advisement Lesson- What does it mean to be an AHS Graduate?
Additional supports for accelerated or academically struggling (Tiers 2-4) students						
Struggling students largely fall within the white subgroup. All students will receive additional support through small group counseling and home visits. Counselors, lead teachers, and administrators will stay in contact with cassload managers regarding absences for special education students.						
Professional Capacity building to support the above goal and action steps						
Professional learning will be focused on developing effective Tier 1 instruction through modeling a successful PLC.. This will include monthly sessions on the following: Communication Expectations as outlined in the AHS Faculty Handbook, What is Mastery Learning?, and Building Positive Relationships with students and families. Weekly Blog- Monday Memo . Using Instructional Round Data- identify problems of practice and address in monthly PLs. Use of “Culturize” by Jimmy Casas and “Hacking Engagement Again” by James Alan Sturtevant to support monthly PLs.						
Family and Community Engagement						
2019-2020 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.						
Leadership Capacity						
Teachers need local school support when students are chronically absent. Home visits and social work referrals are critical for supporting the academic environment. Local school leaders need support from the county office with comparative attendance data with like systems.						



Goal 4: Reduce the percentage of freshmen with 1 referral from 27.15% to 24% and the number of freshmen with 5 or more referrals from 4.97% to 3.5%.

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
All AHS freshmen teachers follow a common approach to classroom procedures geared towards focus and engagement specifically for 9th graders.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	AHS Leadership Team	August, 2019- May, 2020 (daily)	TKES evaluations and weekly engagement reports	Decreased referrals for freshmen	Freshmen classroom procedures
All AHS freshmen have a common materials list for preparedness for freshmen year.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	AHS Leadership Team	August, 2019- May, 2020 (daily)	TKES evaluations and weekly engagement reports, freshmen course pass rate	Decreased referrals for freshmen Increased course pass rate for freshmen	Freshmen common materials list
<p>Additional supports for accelerated or academically struggling (Tiers 2-4) students Students accruing more than one referral for disruptive behavior will receive further support from behavioral RTI and our four step discipline process, operated by administration. Special Education students will participate in reflective writing about off task behaviors.</p>						
<p>Professional Capacity building to support the above goal and action steps Professional learning will be focused on common approaches for classroom management. This will include monthly sessions on the following: Communication Expectations and Common Procedures for freshmen as well as Routines and Procedures as presented by the County Office. Weekly Blog- Monday Memo. Using Instructional Round Data- identify problems of practice and address in monthly PLs. Use of “Hacking School Discipline” by Nathan Maynard and Brad Weinstein to support PL sessions.</p>						
<p>Family and Community Engagement 2019-2020 Community letter published via social media, school website, and parent link phone call, outlining the freshmen approach.</p>						
<p>Leadership Capacity Teachers need local school support to ensure they know how to implement common practices. Local school leaders need support from the county office with materials such as books about classroom management and standards-based teaching/grading.</p>						



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.

The transition from middle school to high school continues to be the biggest area of struggle for our students. Our Ambassadors program will specifically focus on freshmen who have displayed an issue with absenteeism and failure with academics. Naturally, encouraging students to stay engaged in their academics is critical, but we are also focusing on an “All in” approach, aiming for every freshmen to be connected with at least one extra-curricular activity. In addition, the AHS PBIS approach, “The AHS Graduate,” is all about a focus in each grade level. For freshmen, this focus is about passing 8/8 and becoming involved. Freshman advisement classes will have a specific lesson plan associated with this graduate. We also have a kindness component and a focus on empathy and mental health, with a specific theme of “perseverance,” and a highlight of 20 years of existence as a school and what it means to overcome obstacles.

January and March 2020- 8th grade teachers meet with 9th grade teachers
January 2020- Middle School Tours
February 2020- Freshman Parent Night
March 2020- Schedule Reveal Night

Four years later, we have another transition. Apalachee High School values all post-secondary choices, but most importantly, we want our graduates prepared with confidence and character. Our PBIS approach, “The AHS Graduate,” has a focus shift for each grade level. For our seniors, we want to ensure everyone has a plan. Beginning junior year, students work hard on their transition plan, completing this plan their senior year. We also have the following parent and student sessions available for the 2019-2020 school year.

Month of September- *Supporting your (freshmen, sophomore, junior, senior) through their grade level journey”*

August 20th- 9th grade

August 21st- 10th grade

August 26th- 11th grade

September 3rd- 12th grade

September 4- Probe Fair

September 10—Financial Aid Night

November 8—Senior Parent Night/college admission panel discussion

December 5—FAFSA completion Event/College Goal GA

March 7—Junior Parent/College Admission Panel discussion

May 1—Academic Signing Day

