



Barrow County School System

Boldly Committed to Student Success

Barrow County Alternative Education Program

**SCHOOL IMPROVEMENT PLAN
2019-2020**

NAME OF SCHOOL PRINCIPAL: Jerry Stapleton
NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael

	Type name below for plan approval	Approval Date
Principal	Jerry Stapleton	9/4/2019
System Professional Learning Coordinator	Ginger Crosswhite	9/4/2019
School Improvement Coordinator	Dr. David Beeland, Jr.	9/4/2019
Superintendent	Dr. Chris McMichael	9/4/2019



Goal 1: 87.5% of high school 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
Use content-valid course pretests upon student enrollment in courses to establish baseline content knowledge	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher	First ten days of each semester (Fall and Spring)	Content area specialists send test results to team leader, data team lead, and administration, who will aggregate all student data for review by the team as a whole	Progress Monitoring Sheet data	Instructional materials
Use content-valid cumulative tests upon student completion of courses to demonstrate newly acquired content knowledge	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher	Student completion of course, or the last ten days of each semester (Fall and Spring), whichever comes first	Content area specialists send test results to team leader, data team lead, and administration, who will aggregate all student data for review by the team as a whole	Progress Monitoring Sheet data, IC and report card data	Instructional materials
Teachers differentiate instruction based upon student aptitude and information aggregated prior to and throughout student placement.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher	Continuously, reinforced at least daily (depending on attendance)	Administrators monitor via walkthroughs, snapshots, and observations. Administrators then provide appropriate feedback in formal evaluations	Progress monitoring sheet data, stakeholder contact logs, counselor contact logs	Instructional materials, planning sheets, G-Drive data, IEP/504 documents
Teachers use principles of social-emotional learning to build and reinforce relationships with students and stakeholders to cultivate trust and positively impact student outcomes	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher	Continuously, reinforced at least daily (depending on attendance)	Administrators monitor via walkthroughs, snapshots, and observations. Administrators then provide appropriate feedback in formal evaluations	Progress monitoring sheet data, stakeholder contact logs, counselor contact logs, stakeholder feedback	Instructional materials, professional learning throughout the year, G-Drive data
Teachers and staff hold weekly progress monitoring meetings as a function of a professional learning community to evaluate student achievement data and drive decisions on instructional differentiation and social-emotional needs.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher and Data Team Lead	Weekly	Administrators oversee meetings, team leaders facilitate meetings, and team members record data in the progress monitoring sheet	Progress monitoring sheet data	G-Drive data
Teachers and staff use GMA data to compare the effectiveness of instructional 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	Upon completion of GMA or final course examination	Data team leader documents, administrators disseminate data to team in order to further refine instructional strategies	Infinite Campus, SLDS, GADOE reports, DRC	Infinite Campus, SLDS, GADOE reports, DRC
Instructional staff document weekly contact with student stakeholders to build and maintain relationships and foster community engagement	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher	Weekly	Data team leader communicates with team leader and administration to verify expectations are being met and documented via the Contact Log	PBIS and Contact Log data sheet	G-Drive data



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
Leadership Capacity Administration is decisively engaged in sharing decision-making regarding processes and outcomes.

Goal 2: 80% of middle school students will demonstrate expected growth between two consecutive MAP administrations, where both administrations are given while enrolled at the BCAEP .

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Teachers differentiate instruction based upon student aptitude and information aggregated prior to and throughout student placement	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher	Continuously, reinforced at least daily	Administrators monitor via walkthroughs, snapshots, and observations. Administrators then provide appropriate feedback in formal evaluations	Progress monitoring sheet data, stakeholder contact logs, counselor contact logs	Instructional materials, planning sheets, G-Drive data, IEP/504 documents
Teachers and staff hold weekly progress monitoring meetings as a function of a professional learning community to evaluate student achievement data and drive decisions on instructional differentiation and social-emotional needs	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher and Data Team Lead	Weekly	Administrators oversee meetings, team leaders facilitate meetings, and team members record data in the progress monitoring sheet	Progress monitoring sheet data	G-Drive data
Teachers and staff use GMA data to compare the effectiveness of instructional 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	Upon completion of GMA or final course examination	Data team leader documents, administrators disseminate data to team in order to further refine instructional strategies	Infinite Campus, SLDS, GADOE reports, DRC	Infinite Campus, SLDS, GADOE reports, DRC
Instructional staff document weekly contact with student stakeholders to build and maintain relationships and foster community engagement	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Lead teacher	Weekly	Data team leader communicates with team leader and administration to verify expectations are being met and documented via the Contact Log	PBIS and Contact Log data sheet	G-Drive data

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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

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.

