



**SCHOOL IMPROVEMENT PLAN
2021-2022**

Goal 1: Increase graduation rate from 85.87% to 90.68% by May of 2023.

Tier 1 Action Steps to Ensure Coherent Instruction	Professional Learning	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Increase percent of courses passed, 9-12, by implementing formative assessment data to adjust instruction, remediating in real time.	Monthly PLs focused on formative assessment, mastery learning, and supporting student behaviors in post pandemic academic setting	PLC team Leader	August, 2021-October 9 2021 (Monthly)	Professional Learning Community (PLC) minutes Academic Interventionist "Chee Triangle" admin	Monthly pass/fail reports for courses with a focus on support (academic interventionist) for courses with significant failure rates	Professional Learning- Functional PLCs Academic Interventionist Graduation Coach (BOE)
Administrators will observe 20 classrooms per week with a specific focus on clear expectations and classroom procedures, utilizing the instructional expectation chart as outlined in the faculty handbook .	TKES credentialing, district level meetings, weekly administrative meetings	Admin Team	August, 2021-October 9, 2021	Admin reports to the leadership team instructional areas of concern. The leadership team meets once per month. The admin team meets weekly to discuss observations and problems of practice.	100% of AHS students will be actively engaged and visibly connecting with the standards. 160 TKEs evaluations with clear feedback will be in the TKEs platform.	Common routines and procedures, as outlined by the instructional expectation chart. The "AHS Teacher" graphic
Teachers will develop and implement a PLC/Lesson plan template utilizing the Barrow County School System Instructional Frameworks and Best Practices.	Leadership Team Meetings, Department Meetings, PLC Meetings	PLC Team Leader	August, 2021-October 9, 2021)	Administrators	Lesson Plans, specifically teaching strategies, Professional Learning Community (PLC, minutes) 100% of AHS classrooms will incorporate standards-based instruction	AHS Instructional Expectations as outlined in the faculty handbook . The "AHS Teacher" graphic.
Students will receive additional academic support and post-secondary planning through the "Chee Triangle" plan that is focused on achievement, behavior and attendance Monday-Friday.	Monthly PBIS newsletter and meetings	Leadership Team, grade level	August, 2021-October 9, 2021	Advisement Teachers	100% of AHS students will participate in the "Chee Triangle" The AHS PBIS program	"Chee Triangle" plan as outlined in the faculty handbook . The "AHS Teacher" graphic



**APALACHEE
HIGH SCHOOL**

Actions to create a Supportive Learning Environment for accelerated or academically struggling students

Struggling students typically fall into the special education, 504, TPC or MTSS categories. These students will receive consistent formative assessment and consistent reteaching of the standards as intentionally planned for by the professional learning community (PLC). Gifted and talented students will also be differentiated through the PLC planning. When indicated, struggling students not under an existing umbrella will be referred to the MTSS process. Students will be monitored through teachers, advisors, counselors, the “Chee Triangle” program, and the academic Academic Interventionist. The math sequence and rubric will also be applied for special education when students qualify.

Family and Community Engagement

Parent Curriculum Nights, grade level specific. Virtual, monthly meetings, with themes for parents so they can better support their students at home. Community letter.

Parents of ELs are contacted frequently to inform and receive feedback about their child’s progress in “perceived” English proficiency from the perspective of the parent.

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: Decrease the percentage of students missing 10+ (unexcused) days to 25% or less of the student population.

Tier 1 Action Steps to Ensure Coherent Instruction	Professional Learning	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Students will create goals associated with attendance, behavior, and achievement on the first day of school and these goals will be monitored weekly through the advisement period	First Day of School procedures, meeting	Principal	August, 2021	Administrative Team Goal Setting Sheet	Improved school-wide attendance	Student Data from Infinite Campus
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	Current Research-Significance and impact of attendance on academic achievement	Principal, attendance clerk, and Classroom Teacher	August, 2021- October 9, 2021	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 - with a weekly focus on attendance, behavior, or achievement	Monthly PLs	Advisement teachers	August, 2021- May, 2022 (daily)	PBIS Team	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

Actions to create a Supportive Learning Environment for accelerated or academically struggling students

Students struggling with attendance challenges largely fall within the white subgroup. However, all students struggling with attendance will receive additional support through small group counseling and home visits. Counselors, lead teachers, and administrators will stay in contact with caseload managers regarding absences for special education students.

Family and Community Engagement



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HIGH SCHOOL**

Community letter published via social media, school website, and parent link phone call, outlining the focus on attendance. [Parents of ELs are contacted frequently to inform and receive feedback about their child’s progress in “perceived” English proficiency from the perspective of the parent.](#)

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 similar systems.

Goal 3: 90% or more of our Student Population will earn zero discipline referrals in the 2021-22 school year.

Tier 1 Action Steps to Ensure Coherent Instruction	Professional Learning	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Teachers will reward student behaviors with the AHS PBIS Matrix - with a weekly focus on attendance, behavior, or achievement	Monthly PLs	Advisement teachers	August, 2021- May, 2022 (daily)	PBIS Team	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
Teachers will follow the procedures outlined in the AHS Faculty Handbook for handling classroom disruptions	AHS Faculty Handbook	Department Chairs	August, 2021- May, 2022 (daily)	Administrative Team Admin Meeting Minutes	Decreased number of incidents and referrals, school-wide	Infinite Campus and PLs focused on handling student behaviors and classroom management
Freshmen Orientation focused on ways to be a successful high school student	Freshman Orientation team meetings	Counselors	August, 2021	Administrative Team	Fewer freshmen discipline referrals (20-21: 135 freshmen students received at least one referral out of 458~29.48%)	Infinite Campus; Incoming freshmen listed coded by area of need by feeder middle schools

Actions to create a Supportive Learning Environment for accelerated or academically struggling students

Students who struggle academically often also have a BIP (Behavior Intervention Plan). This plan will be monitored by case managers and the special education department chair.

Family and Community Engagement

Continuous communication with parents/guardians about discipline referrals. [Parents of ELs are contacted frequently to inform and receive feedback about their child’s progress in “perceived” English proficiency from the perspective of the parent.](#)

Leadership Capacity

Teachers need increased confidence that administrators are supporting them as they navigate the 4 step classroom discipline model



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HIGH SCHOOL**

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.

Our focus on freshmen and their high school transition is evident in our 4 day summer program. Freshmen have been grouped based on academic, attendance, and behavioral data. As students progress through high school, they are a part of our Chee Triangle Advisement program and they follow our [AHS PBIS Matrix](#). This matrix holds them to standards such as passing all classes, making wise decisions on social media, taking the ACT and SAT at the appropriate time, and utilizing YouScience to make post-secondary decisions.