



Barrow County School System

Boldly Committed to Student Success

Apalachee High School

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN PROFESSIONAL LEARNING PLAN

NAME OF SCHOOL PRINCIPAL: Ms. Jennifer Martin

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
Superintendent	Dr. Chris McMichael	9/6/2017
Title I Director	Dr. David Beeland	8/7/2017
System Professional Learning Coordinator	Mrs. Ginger Crosswhite	10/2/2017
School Governance Team Chairperson	Mr. Skyler Davis	9/19/2017
Principal	Ms. Jennifer Martin	10/2/2017





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Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders																																																																														
<p>Literature (2017) Notes: (2015 to 2017)</p> <ul style="list-style-type: none"> Level 1 and 2 remained similar while both courses in Levels 3 and 4 showed small gains 	<table border="1"> <thead> <tr> <th>Content Area</th> <th>SchName</th> <th>RPT</th> <th>Year</th> <th>0-20%</th> <th>21-40%</th> <th>41-60%</th> <th>61-80%</th> <th>81-100%</th> </tr> </thead> <tbody> <tr> <td>9th Lit</td> <td>AHS</td> <td></td> <td>2015</td> <td>23.44%</td> <td>42.41%</td> <td>32.37%</td> <td></td> <td></td> </tr> <tr> <td>9th Lit</td> <td>AHS</td> <td></td> <td>2016</td> <td>17.43%</td> <td>41.39%</td> <td>38.22%</td> <td></td> <td></td> </tr> <tr> <td>Am Lit</td> <td>AHS</td> <td></td> <td>2015</td> <td>27.61%</td> <td>37.56%</td> <td>29.60%</td> <td>5.22%</td> <td></td> </tr> <tr> <td>Am Lit</td> <td>AHS</td> <td></td> <td>2016</td> <td>23.18%</td> <td>34.64%</td> <td>32.03%</td> <td>10.16%</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">2017 DATA</p> <p style="text-align: center;">Ninth Grade Literature</p> <table border="1"> <thead> <tr> <th>School</th> <th>0-20%</th> <th>21-40%</th> <th>41-60%</th> <th>61-80%</th> <th>81-100%</th> </tr> </thead> <tbody> <tr> <td>AHS</td> <td>23.17%</td> <td>32.72%</td> <td>38.21%</td> <td>5.89%</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">American Literature</p> <table border="1"> <thead> <tr> <th>School</th> <th>0-20%</th> <th>21-40%</th> <th>41-60%</th> <th>61-80%</th> <th>81-100%</th> </tr> </thead> <tbody> <tr> <td>AHS</td> <td>23.77%</td> <td>36.95%</td> <td>32.30%</td> <td>6.98%</td> <td></td> </tr> </tbody> </table>	Content Area	SchName	RPT	Year	0-20%	21-40%	41-60%	61-80%	81-100%	9th Lit	AHS		2015	23.44%	42.41%	32.37%			9th Lit	AHS		2016	17.43%	41.39%	38.22%			Am Lit	AHS		2015	27.61%	37.56%	29.60%	5.22%		Am Lit	AHS		2016	23.18%	34.64%	32.03%	10.16%		School	0-20%	21-40%	41-60%	61-80%	81-100%	AHS	23.17%	32.72%	38.21%	5.89%		School	0-20%	21-40%	41-60%	61-80%	81-100%	AHS	23.77%	36.95%	32.30%	6.98%		<p>Teachers, Parents, School Improvement Team, School Governance Team</p>	<p>Title I Needs Assessment Spring, 2017 Meeting Website, Twitter, Parent Newsletters, Facebook, Newspaper, Parent Link, Front office notifications</p>									
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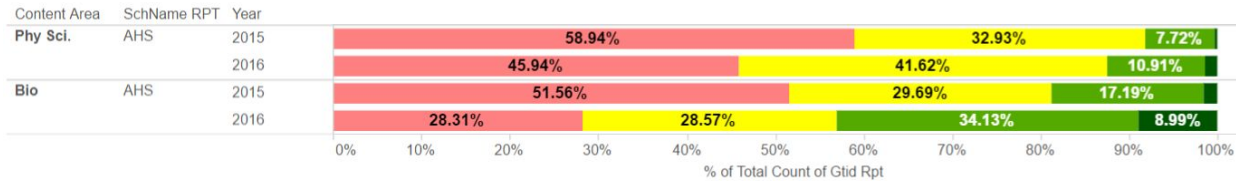


Barrow County School System

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Science (2017)
Notes: (2015-2017)

- Significant gains for each course are evident over three years time in the top three domains.

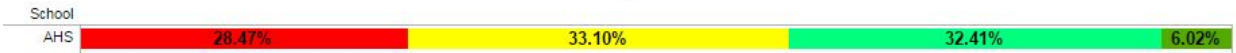


2017 DATA

Physical Science

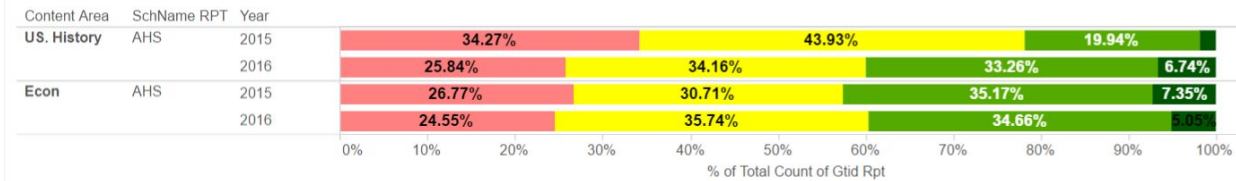


Biology



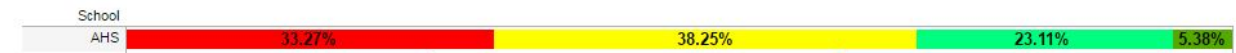
Social Studies (2017)
Notes: (2015-2017)

- US History showed no gains in lower levels while a slight increase is evident in level 3 and 4.
- Economics showed significant gains in growth, while continuing to remain at a very high pass rate.



2017 DATA

U.S. History



Economics





Barrow County School System

Boldly Committed to Student Success

Lexile Level (2017)	<p style="text-align: center;">Average Lexile Score</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Content Area</th> <th style="text-align: left;">School</th> <th style="text-align: right;">Score</th> </tr> </thead> <tbody> <tr> <td>9Lit</td> <td>AHS</td> <td style="text-align: right;">1,208.1</td> </tr> <tr> <td>AmLit</td> <td>AHS</td> <td style="text-align: right;">1,303.5</td> </tr> </tbody> </table>	Content Area	School	Score	9Lit	AHS	1,208.1	AmLit	AHS	1,303.5		
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Graduation Rate 4 Year Cohort	2016- 84.5% 2015 - 86.6% 2014 - 83.7%											
CCRPI Climate Rating	2014, 2015, 2016 - 4 stars											
Improving the Instructional Environment	Spring Teacher Comprehensive Needs Assessment Survey (CNA) Survey - Which other topics for professional learning would MOST enhance your skill as a teacher? Student Engagement - 34.07% Technology Integration -24.18% RTI- Determining Appropriate Interventions - 24.18% Special Education - 19.78%	Teachers										
Instructional Use of Technology	Spring Teacher CNA Survey - How prepared do you feel to design and implement standards based instruction in your classroom? Formative Assessment (HIGH) Very prepared (59.78%) + Prepared (36.96%) =97 % Standards-Based Grading (LOW) Very prepared (36.96%) + Prepared (39.13%)= 76%	Teachers										
Communication With Parents	Spring Parent CNA Survey - Teachers regularly inform me about my child's academic progress in English language arts, math, science and social studies Percent Strongly Agree (20.96%) + Agree (52.69%) = 74% My child's teachers regularly update grades in the parent portal. Percent Strongly Agree (20.36%) + Agree (46.71%) = 67% Do not check grades online: 11.38%	Parents										
Meeting the Individual Needs of Learners	Spring Parent CNA Survey - My child's teacher(s) adequately address my child's specific individual needs. Percent Strongly Agree (23.95%) + Agree (61.68%) = 85.63% The school provides ways for me to be actively involved in my child's academic progress and to help my child learn at home. Percent Strongly Agree (20.96%) + Agree (62.28%) = 83.24%	Parents										





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GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
1. Increase graduation rate from 84.5% to 90%, with a SPED subgroup increase from 45% to 50% , along with a 10% increase in graduates earning MOWR credit during the 2017-2018 school year.	1. Maintain an At Risk Data Room that will be utilized by faculty to individualize and differentiate instruction for students who are most at-risk of academic failure (specifically those students who are behind in August-with graduation at risk)	Jolynn Miller, Teacher and RTI consultant	Weekly (August 2017-May 2018)	At Risk Senior Biographies	<p>Leaders Demonstrate: Model Mentoring, Facilitation of Data</p> <p>Teachers Demonstrate: Mentoring and Increased Communication with those at risk</p> <p>Students Demonstrate: Increased achievement, attendance and engagement</p>	<p>Monthly Meetings to assess senior status</p> <p>Progress Reports</p>	No Cost	<p>BCSS Indicators:</p> <p>CIA, CCRS</p> <p>AdvancED:</p> <p>Teaching and Learning (S3)</p> <p>Documenting and Using Results (S4)</p> <p>Stakeholder Communications and Relationships (S6)</p> <p>Commitment to Continuous Improvement (S7)</p> <p>GA Standards:</p> <p>Curriculum (S1)</p> <p>Assessment (SI)</p> <p>Leadership (SI, S2, S4)</p>
	2. Weekly meetings with administration discussing progress of 4th year students who are credit deficient. Create action plans for each student, following up every Monday.	Counselors	Weekly (August 2017-May 2018)	Course Pass Rate	<p>Leaders Demonstrate: Mentoring of identified students</p> <p>Teachers Demonstrate: Implementing interventions defined by counselors and admin.</p> <p>Students Demonstrate: Increased achievement, attendance and engagement</p>	<p>Assess student progress towards achieving graduation status by May 2018</p> <p>Progress reports</p>	No Cost	
	3. Increase percent of students in Tier 1, 9-12 (RTI-Instruction)- 100% course pass rate for the year	Leadership Team (Administrator, Instructional Coaches, PLCs, and advisors as monitors)	Students will be assessed at the end of each grading period (August 2017-May 2018)	Credit Recovery	<p>Leaders Demonstrate: Monitoring Data</p> <p>Teachers Demonstrate: Implementing interventions defined by SST committee</p> <p>Advisors Demonstrate: Implementation and fidelity in "Chee Games"</p> <p>Students Demonstrate: Increased achievement, attendance and engagement</p>	<p>Progress Reports</p> <p>Course pass rate</p> <p>Progress monitoring of determined interventions (SST)</p> <p>Use of USA Test Prep</p>	\$2,000- USA test prep program	
	4. Career Center Counselor offers presentations to AHS Unplugged on a bi-weekly basis to increase awareness.	Career Counselor	Percentage of enrollees and credits earned	Attendance				

Apalachee High School





Barrow County School System

Boldly Committed to Student Success

<p>2. Increase the Developing, Proficient, and Distinguished categories of MGP tested subjects, by May 2018, in the following ways:</p> <p>9th Lit. - by decreasing the beginning category by 10% (23.17%)</p> <p>Am Lit.- by increasing the proficient category by 10% (32.3%)</p> <p>Algebra I- by increasing developing, proficient and distinguished by 10% in each tier (37.37%, 16.16%, and 1.82%)</p> <p>Geometry - by increasing the proficient category by 10% (33.21%)</p>	<p>1. Implement analytical and constructive writing expectations school wide</p> <p>2. Students on tier II or III (RTI) will have administered interventions during "AHS Unplugged."</p> <p>3. Teachers will follow the "Instructional Expectations" rubric, aligned to the Teacher Keys Effectiveness Measures and published in the faculty handbook</p>	<p>Literacy and Inquiry based learning team</p> <p>Elyse Cleveland and Jessica Tipton</p> <p>Assistant Principal of Curriculum</p>	<p>Writing Assignments vary by course (August 2017-May 2018)</p> <p>Grading Periods (August 2017-May 2018)</p> <p>Daily (August 2017-May 2018)</p>	<p>Schoolwide writing and inquiry rubric</p> <p>GMA Scores</p> <p>Walkthrough and Formative Evaluation Data</p>	<p>Leaders Demonstrate: Monitoring use of rubric</p> <p>Teachers Demonstrate: Collaborating with Department and Compromising with schoolwide team while measuring impact, viewing student achievement</p> <p>Students Demonstrate: Increased analytical writing and critical thinking skills in all courses</p> <p>Leaders Demonstrate: Monitoring Test Data</p> <p>Teachers Demonstrate: Identifying, Scheduling, and Remediating Students</p> <p>Students Demonstrate: Increased acquisition of standards and increased GMA scores</p> <p>Leaders Demonstrate: Conducting Evaluations and responding to areas of need</p> <p>Teachers Demonstrate: Responding to feedback and reasonable growth</p> <p>Students Demonstrate: Increased engagement and achievement</p>	<p>Monthly sign-in sheets (PLCs)</p> <p>Walkthroughs and student artifacts</p> <p>Monthly district RTI report</p>	<p>No Cost</p> <p>No Cost</p> <p>Cost of instructional materials such as paper and increased technology</p>	<p>Family and Engagement (S3)</p> <p>Planning and Organization (S1, S4)</p> <p>School Culture (S2, S3, S4)</p>
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Boldly Committed to Student Success

<p>3. Decrease the average gap between white and SPED/EL population in developing or higher by 10% , for all EOC tested subjects, by May 2018.</p> <ul style="list-style-type: none"> • Average Gap measure for SPED vs. White- 45.8% • Average Gap measure for EL vs. White- 18% 	<p>4. Authentic participation in professional learning communities (PLCs) as data teams (specific to common courses)</p>	<p>Department Chairs</p>	<p>Weekly (August 2017-May 2018)</p>	<p>GMA Scores Course Pass Rate</p>	<p>Leaders Demonstrate: Conducting 1st and 3rd walkthroughs during PLCs- providing feedback for all participants</p> <p>Teachers Demonstrate: Responding to feedback and reasonable growth</p> <p>Students Demonstrate: Increased engagement and achievement</p>	<p>Intentional Lesson PLans Evaluation Data</p>	<p>No Cost</p>	
	<p>1.Authentic participation in professional learning communities (PLCs) as data teams (specific to common courses)</p>	<p>Department Chairs</p>	<p>Weekly (August 2017-May 2018)</p>	<p>GMA Scores Course Pass Rate</p>	<p>Leaders Demonstrate: Conducting 1st and 3rd walkthroughs during PLCs- providing feedback for all participants</p> <p>Teachers Demonstrate: Responding to feedback and reasonable growth</p> <p>Students Demonstrate: Increased engagement and achievement</p>	<p>PLC agendas, sign in sheets, and minutes (Weekly) Lesson Plans</p>	<p>No Cost</p>	
	<p>2. Increased awareness and student advocacy through "Chee Games" during "AHS Unplugged"</p>	<p>Advisors</p>	<p>Weekly (August 2017-May 2018)</p>	<p>GMA Scores Gap reduction data</p>	<p>Leaders Demonstrate: Monitoring and rewarding "Chee Game" achievers</p> <p>Teachers Demonstrate: Implementation of "Chee Games"</p> <p>Students Demonstrate: Increased engagement and achievement</p>	<p>PLC agendas, sign in sheets, and minutes (Weekly) Lesson Plans "Chee Games" tracking sheet Increased student achievement</p>	<p>Incentives</p>	





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GOAL AREA II: FAMILY AND STAKEHOLDER ENGAGEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
Increase the percentage of students missing 5 or fewer days from 39.6% to 50% by May 2018.	1. Teachers follow the expectations as outlined in the faculty handbook relating to attendance: <ul style="list-style-type: none"> • Phone call home after 3rd absence from each teacher. • Weekly meetings with counselors discussing students with 3 or more absences. • Home visits from social worker for students with 9 or more absences. • Letters sent home for students with 5 and 10 absences. • Clear record keeping for students with 10 absences in a row and withdrawal process followed. 	Counselors	August 2017-May 2018	Student attendance data	Leaders Demonstrate: Monitor attendance data and teacher contacts Teachers Demonstrate: Fidelity in following the expectations of parent contact in relation to attendance Students Demonstrate: Increased attendance and academic success	Daily attendance rate increase Contact Log (Infinite Campus) Increased course pass rate	No Cost	BCSS Indicators: CC, PL Advanced: Vision and Purpose (S1) Teaching and Learning (S3) Documenting and Using Results (S4) Stakeholder Comm and Relationships (S6)
	2. Teachers follow the AHS PBIS "Chee Games" weekly activity while all students participate in "AHS Unplugged" (daily advisement). <ul style="list-style-type: none"> • Students who participate in five days of consecutive "AHS Unplugged" activities, will earn a PBIS reward on the sixth day. Any student missing one day or more, will participate in remediation and makeup work on the sixth day. 	AHS Unplugged teachers (advisors)	Weekly (August 2017-May 2018)	Student attendance data	Leaders Demonstrate: Monitor attendance data and implementation of "Chee Games" Teachers Demonstrate: Fidelity in following the expectations of "AHS Unplugged" Students Demonstrate: Increased attendance and academic success	Daily attendance rate increase Contact Log (Infinite Campus) Percent of students participating in PBIS reward day versus percent of students participating in make up or remediation	Cost of incentives (also supported by Partners in Education)	Commitment to Cont. Improv. (S7) GA Standards: PL (S2, S6) Leadership (S1, S2, S3, S4) Planning and Organization (S1, S5) School Culture (S2, S3, S4)





Barrow County School System

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<p>Ensure parent opportunity for participation and communication on a monthly basis from August 2017-May 2018.</p>	<p>1. All teachers are required to maintain a website with current contact information, class information, tutoring schedule, and current unit of study materials.</p> <p>2. Monthly parent meetings, specific to student needs and focused on college and career readiness, proactively preparing parents for what is next to come for their student. Have an interpreter available at all monthly parent meetings. Community letter from the principal to begin the school year and share the overall goals and expectations will be posted on the website in multiple languages. Parents will be informed via social media and parent link about the location of the welcome letter.</p> <p>Including but not limited to: Taste of the Chee, Open House, Needs Assessment, monthly Cat Chats, Farmer's Market, Chili Cook Off, etc.</p>	<p>Instructional Lead Teachers</p> <p>Leadership Team</p>	<p>Weekly (August 2017-May 2018)</p> <p>Monthly (August 2017-May 2018)</p>	<p>Updated and current website</p> <p>Presentations and Monthly Sign-In Sheets</p>	<p>Leaders Demonstrate: Monitoring teacher website, awards to outstanding websites, and documentation in TKES for non-compliance</p> <p>Teachers Demonstrate: Maintaining current material on website</p> <p>Students Demonstrate: Increased engagement and achievement</p> <p>Leaders Demonstrate: Monitoring, presenting at, and attending monthly presentations</p> <p>Teachers Demonstrate: Promoting and attending monthly meetings</p> <p>Students Demonstrate: Increased engagement, achievement, and attendance</p>	<p>Instructional Lead Teachers reward one teacher in their department per month for teachers demonstrating outstanding communication</p> <p>Leaders monitor and document during formative evaluations.</p> <p>Counselor and teacher evaluations will reflect implementation of monthly parent opportunities</p>	<p>No Cost</p> <p>Cost of presentation materials (such as paper and increased technology)</p>	<p>BCSS Indicators: CC, PL</p> <p>AdvancED: Vision and Purpose (S1)</p> <p>Teaching and Learning (S3)</p> <p>Documenting and Using Results (S4)</p> <p>Stakeholder Communications & Relation (S6)</p> <p>Commitment to Continuous Improvement (S7)</p> <p>GA Standards: PL (S2, S6)</p> <p>Leadership (S1, S2, S3, S4)</p> <p>Planning and Organization (S1, S5)</p> <p>School Culture (S2, S3, S4)</p> <p>Family and Community Engagement (S1, S2, S4, S5)</p>
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GOAL AREA III: OPERATIONAL EFFECTIVENESS

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>Increase the percentage of students on Tier I discipline (zero referrals) from 77% to 85% by May 2018.</p> <p>2016- 55.81% 2017- 77% 2018 Goal: 85%</p>	<ol style="list-style-type: none"> All students follow the AHS PBIS rubric. All students are aware of the "AHS Graduate" expectations. All teachers follow the "classroom discipline" procedures as outlined in the faculty handbook All teachers follow the "Organizational Expectations" as outlined in the faculty handbook Check and Connect mentoring program. "Chee Games" implementation during "AHS Unplugged" 	<p>PBIS Team</p> <p>PBIS Team</p> <p>Teachers and Administrators</p> <p>Teachers and Administrators</p> <p>Mia Little</p> <p>Advisors</p>	<p>Daily (August 2017-May 2018)</p> <p>Weekly (August 2017-May 2018)</p>	<p>Decreased number of referrals</p> <p>Display of "AHS Graduate" throughout the building</p> <p>Classroom PBIS rubrics posted in each classroom</p> <p>Documentation in TKES evaluations for non-compliance with "Classroom Discipline" procedures or "Organizational Expectations" as outlined in the faculty handbook</p>	<p>Leaders Demonstrate: Monitoring of "classroom discipline" procedures as documented in Infinite Campus.</p> <p>Documentation in TKES evaluations</p> <p>Teachers Demonstrate: Adherence to "Organizational Expectations" and increased positive relationships with students</p> <p>Students Demonstrate: Positive behaviors as outlined by the school PBIS rubric and "AHS Graduate"</p>	<p>Assess Discipline referrals quarterly</p> <p>Mentoring sheet per identified mentee</p>	<p>No Cost</p>	<p>BCSS Indicators: G, C, PS AdvancED: Vision & Purpose (S1) Governance and Leadership (S2)</p> <p>Documenting and Using Results (S4)</p> <p>Stakeholder Communications and Relationships (S6)</p> <p>Commitment to Continuous Improvement (S7)</p> <p>GA Standards: Instruction (S1)</p> <p>Prof Learning (S1, S2,)</p> <p>Leadership (S1, S2, S4, S5, S6, S7, S8)</p> <p>Planning & Organization (S1, S5, S6)</p> <p>Family and Community Engagement (S1, S2, S3)</p> <p>School Culture (S1, S2, S3, S4, S5)</p>





Barrow County School System

Boldly Committed to Student Success

Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Captains	Professional Learning Timeline	Artifacts/Evidence of Impact on Student Learning	Monitoring Teacher Implementation of Professional Learning	Estimated Cost, Funding Source, and/or Resources
Professional Learning Communities (PLCs)- Content Data Teams	Instructional Lead Teachers	Weekly (August 2017-May 2018)	Increased student achievement (overall course pass rate, increased achievement in EOC exams (see goal above), and graduation rate increase	TKES evaluations with emphasis on assessment strategies and uses, instructional strategies and academically challenging environment by administrators. Instructional Coach support	Instructional Coach Instructional Materials
Targeted Accountability Partners	Administrators	As assigned (September 2017-2018)	Increased student engagement as documented in TKES evaluations	Identified teachers will be assigned an accountability partner to conference with along with observations - based on identified needs seen in the classroom	No Cost
Targeted Book Study- <i>The Art and Science of Teaching</i> by Robert Marzano Teachers assigned based on deficits seen in the classroom	Scott Bates	Monthly (September 2017-May 2018)	Improved classroom management, intentional lesson planning, and increased student engagement	Monthly sign-in sheets and Agenda Walkthrough and evaluation data	Presentation Materials
CAT Support Teams PBIS Literacy and Inquiry based learning RTI/Instructional Coaches Technology New Teachers Head Coaches	CAT Support Team Leader	Monthly (August 2017-May 2018)	Increased parent and student communication and engagement (website, drop in referrals, increased attendance, increased course pass rate, increased graduation rate, etc.)	Monthly sign-in sheets Agenda Increase parent and student engagement Decreased discipline referrals Increased teacher participation in PBIS	Materials relating to Presentations and community activities
New Teacher Orientation and Mentoring Program	Jolynn Miller Aaron Cleveland	Monthly (August 2017-May 2018)	Teacher retention and increased student engagement and achievement in classes associated with new teachers to AHS	Monthly sign-in sheets and Agenda Increased use of strategies in the classroom Decrease in discipline referrals	Materials





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Seekers of Leadership (Cohort III)	Principal	Monthly (August 2017-May 2018)	Facilitation of increased opportunities for student leadership	Monthly Agenda Leadership Opportunities	Materials
Digital Coach and Technology	Becky Hasty	Monthly (August 2017-May 2018)	Increased use of technology in the classroom, specifically relating to engagement and increased communication between teacher and student in the form of feedback.	Monthly sign-in sheets 3 and 4 ratings on standard 3 in TKES	Materials
Required Trainings	Counselors, Teachers, Nurse	Monthly (August 2017-May 2018) EL specific: September February SPED specific: Monthly Gifted specific: September and February (Faculty Meetings)	Preparedness for increased differentiation with EL students, SPED students, gifted students, and increased awareness with suicide prevention, epipen training, AED training, and CPR training	Monthly sign-in sheets	Materials
Instructional Triage	Teachers	Daily (August 2017-May 2018)	Use triage board in the G Hall workroom to discover which colleague is modeling a strategy you would like to implement in your classroom. Feedback provided on padlet.	Triage Board Padlet https://padlet.com/jennifer_mar_tin3/Strategies	No cost

