

# PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

**PLAN:** Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 1</b>	Literacy/ELA
<b>*SMART Goal with Performance Measures</b> * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	For the 2022-23 SY, Tucker High School will increase student mastery of ELA and Social Studies standards by implementing a balanced literacy framework as measured by students scoring proficient and distinguished categories on the EOC 9th Grade Literature Assessment by six percentage points in from 43% to 49%; and students scoring proficient and distinguished categories on the EOC American Literature Assessment by six percentage points from 32% to 38%. Tucker High School will increase students' reading ability by implementing text complexity instructional strategies as measured by students' lexile proficiency rate on the EOC 9th Grade Literature Assessment by five percentage points from 57% to 62%; and students' lexile proficiency rate on the EOC American Literature Assessment by five percentage points in 2021, from 49% to 54%. The subgroups, African-Americans, Students with Disabilities, and English Language Learners will meet or exceed the State's improvement target by increasing 3% as measured by the 2021 9th Grade Literature and American Literature EOC Milestones assessments. African-Americans will increase from 52.31% to 53.55%; Students with Disabilities will increase from 28.92% to 30.77%; and English Language Learners will increase from 22.81% to 25.33%. Our instructional support and leadership team will review EOC data in June and July of 2022 to modify instructional plans and needed professional learning based on these data.
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area 1: Student Success with Equity and Access

**DO:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

## IMPROVEMENT STRATEGY #1

<i>Implementation of Integrating Literacy and Learning Across English and Social Studies Classes</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard			
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	
	Person/Position Responsible	Other (Optional, for school use)	Title I	Title I State Focus
1) A literacy leadership team will be created with the addition of a ELA Support teacher and a Literacy Coach position created and can	Admin Team		\$29,268.93	#REF!
2) All English and Social Studies teachers will receive training in literacy strategies that develop students' 21st Century skills of critical t	Admin, Academic Coach, and teachers		\$0.00	#REF!
3) All content area teachers and administrators will receive training bi-monthly from district personnel in discipline literacy to build teach	District Personnel		\$0.00	#REF!
4) Administrators and the literacy leadership team members will weekly monitoring teachers' fidelity of integrating literacy strategies in t	Admin, Literacy Leadership Team		\$0.00	#REF!
5) Implement Saturday School and After-School Tutorial: Using data from Spring EOC and common formative assessments, teachers from all content areas will be hired to utilize literacy interventions to reteach and reassess students performing below proficiency on target content. A focus will be on our underperforming subgroups, African-American, SWD, and ESL students	Admin Team, Academic Coaches		\$10,000.00	#REF!

## PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

6) In all classes, teachers will institute literacy and writing skills each day. The teachers' practices will be monitored daily by using walkthrough instruments for evidence of students' speaking, reading, and writing in each class period. Teachers will receive feedback from the informal walk-throughs. An additional ELA teacher will be funded to support the literacy initiatives based on data.	Teachers, Administrators, Academic Coach		\$5,000.00	#REF!
7) We will engage in postsecondary partnerships with both Mercer University and Kennesaw State University that will focus on postsecondary articulation and pipeline programs for students.			\$0.00	#REF!
8) Teachers will use instructional software to remediate, enrich, and reinforce literacy and math standards across all core content areas for ELA, math, science and Social Studies EOC and non-EOC courses including world languages and AP courses. Students will use iXL, No Red Ink, Vocabulary.com, and Progressive Learning, Imagine Learning (Edgenuity), Delta Math, Gizmos, Nearpod, and Turn it software, during the day and afterschool tutorial and Credit Recovery.	All		\$109,032.73	#REF!
9) Teachers will use data driven instructional materials and resources to differentiate student learning aligned to EOC and non-EOC literacy and content standards in all classes ELA, Math Science and Social Studies to utilize targeted, specified times during the instructional day/week to provide targeted, specific small group instruction to students not meeting proficiency goals. Teachers will measure student progress and growth daily by formative assessment tools, district benchmarks, common classroom assessments, and MAP assessment data. Academic Coach will support Teachers weekly within PLC groups to analyze this data to create targeted small group tutoring to students, as well as provide enrichment during extended learning times (before/after school and 5th period pull-outs).			\$0.00	#REF!
10) Edgenuity's online courses will be used to help high school students meet their graduation goals with rigorous, interactive lessons in all content areas to keep them motivated and engaged.			\$5,625.00	#REF!

## PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I	Title I State Focus
				\$0.00	#REF!
1) Teachers will receive professional development on literacy intervention strategies for reading comprehension and writing during the summer, pre-planning week, and monthly workshop sessions. They will also be given professional development on iLit, IXL, and writing across the curriculum. Intervention will take place during the period guided study times and after school tutorials		Admin, Academic Coach, and ELA teachers		\$0.00	#REF!
2) Teachers will receive professional development on text complexity and how to increase students' skills in analyzing and synthesizing multiple pieces of literature. This will be ongoing through weekly PLCs, informational monthly newsletters, and monthly literacy workshops (Literacy in Time Training "LIT" Time)		Admin, Academic Coach, and ELA teachers		\$0.00	#REF!
3) Teachers will receive professional development on the RTI/MTSS process. This includes intervention strategies for reading Professional development with provide some specific focus on students in the ELL and SWD subgroups. Professional development will administered during pre-planning and ongoing during the school year.		K. Raphael and MTSS Team		\$0.00	#REF!
				\$0.00	#REF!
				\$0.00	#REF!
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I	Title I State Focus
1) During annual Curriculum Night, Parent-Teacher Conferences and Title I Stakeholder Parent Meetings, parents will receive inservice on resources available for students needing academic support and to bridge the transition from middle school to high and beyond high school.		Parent Liaison, Teachers, Admin		\$3,220.00	#REF!
2) Parent Liaison will work with with ELA and Literacy Leadership team to host Parent Literacy night to provide activities that support literacy at home and in school.		Parent Liaison, Teachers, Admin		\$0.00	#REF!
3) Parent liaison for parent/family engagement to assist with Title I parent workshops, activities, and classes and provide resources for parents for ELA, math, science, and Social Studies at home.		Parent Liaison, Teachers, Admin		\$0.00	#REF!
4) Utilize Zoom and other Video Conferencing software available for Parent workshops to increase parent engagement.		Parent Liaison, Admin		\$0.00	#REF!
5) Share school-wide literacy plan with parents and stakeholders via e-newsletter and at PTA meeting to promote parent-student engagement and to bridge the transition from school to home to career and college.		Principal		\$0.00	#REF!

# PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

## IMPROVEMENT STRATEGY #2

<i>Standards-Based Instruction</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard			
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	
	Person/Position Responsible	Other (Optional, for school use)	Title I	Title I State Focus
1) Documented feedback will be provided on lesson plans using classroom observations and 4.5 week data in PLC planning meetings. Administrators and academic coach will conduct daily/weekly observations during the school year and provide constructive feedback regarding learning targets and success criteria are posted and referred to throughout the lesson to improve student achievement in all content areas.	Teachers Administrators, Academic Coach		\$0.00	#REF!
2) Administrators, ISS and academic coach will monitor and facilitate PLCs to ensure lesson plans, performance tasks, and assessments are aligned to the standards and include the use of data to inform instruction during the school year.	Teachers Administrators, Academic Coach		\$0.00	#REF!
3) Use the Achievement Level Descriptors to ensure the appropriate rigor for performance tasks and assessments during PLCs during	Teachers Administrators, Academic Coach		\$0.00	#REF!
4) ELA and ESOL teachers will collaborate with middle schools to ensure Vertical planning/teaming with 9th grade as well as 10th - 12th grade instructors. This will be conducted in the month of October 2021 at Tucker Middle School or Tucker High School.	Admin, ELA Coach, ELA Teachers		\$0.00	#REF!
5) Teachers, personnel, academic coach, and administrators will analyze and use NWEA MAP, Lexile, and District-wide benchmark data and resources to inform instruction and student goal setting during the school year.	Teachers, Administrators, Academic Coach		\$0.00	#REF!
7) Administrators and academic coach will develop an instructional framework for all teachers to implement in their classrooms each day. This will be developed in the summer and preplanning week 2022.	Administrators, Academic Coaches		\$0.00	#REF!
8) Implement Academic After-School Extended learning time: Using course grade data for students who have not shown mastery of standards, teachers will be hired to reteach and reassess students in any EOC and non-EOC course. Transportation will be provided for students to attend Academic Saturday School. This will begin in the month of September.	Administrators		\$0.00	#REF!
9) Administrators and academic coach will develop a school-wide balanced assessment framework in the summer and preplanning week of 2022 to promote uniformity across all content areas.	Administrators, Academic Coaches		\$0.00	#REF!
10) ESOL teachers will utilize WIDA Language Descriptors and Can Do Descriptors to differentiate instruction during the course of the school year to provide targeted instruction for students at all levels.	ESOL Teachers/Dunn/Raphael		\$0.00	#REF!
			\$0.00	#REF!
11) Teachers will use differentiated instruction, instructional supplies, computers, tech supplies and equipment to provide opportunities for students to engage in risk-taking, critical thinking and innovative activities in ELA and S.S. classes. (printers, math tables, chamber			\$0.00	#REF!
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	

## PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I	Title I State Focus
1) Teachers will engage in professional learning on effective means of collecting and using data and student work samples. Student work samples will be analyzed weekly during weekly PLCs. Additional data analysis will occur using common formative assessment data found in the Illuminate platform to close student achievement gaps in all content areas every 4.5 weeks.	Administrators, Academic Coach		\$0.00	#REF!
2) District personnel will train instructional staff on using NWEA MAP and District-wide benchmark data and resources to inform instruction. This will be scheduled for August 2022 with the goal of using data to drive instruction and close achievement gaps.	K. Raphael/D. Gunter		\$0.00	#REF!
3) Teachers will engage in professional learning opportunities on implementing the RTI/MTSS process during pre-planning week and monthly informational workshops to address Tier 1, 2 and 3 levels of instruction.	Raphael and MTSS Team		\$0.00	#REF!
4) Teachers will engage in professional development monthly workshops in evidence-based instructional strategies of Tier I interventions and adding instructional rigor. It will include face-to-face meetings and monthly newsletters during the school calendar year with the goal of providing pedagogical support to teachers. Additionally, administration, teachers, Academic Coaches, will attend conferences (Metro Resa, Model School, Innovative School Summit, SDE, NCTM, NCTE, ASCD, SREB, WIDA Annual Conference) during the school year to obtain instructional strategies to incorporate in daily instruction.	D. Gunter and Teachers, Administrators, Academic Coach		\$0.00	#REF!
			\$0.00	#REF!

## PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I	Title I State Focus
1) Parents will have opportunities to conference with teachers during open-house and learn of online ways to monitor student progress and data.	Parent Liasion, Teachers		\$0.00	#REF!
2) Counselors, Parent Liasion, and administrators will conduct grade level meetings to keep parents abreast of graduation requirements, course credits, and academic performance in the fall of 2022	Parent Liasion, Counselors, Teachers,		\$0.00	#REF!
3) Parent will be invited to RTI/MTSS meetings to assist with instructional planning and goal-setting during the school year.	MTSS Team, Teachers		\$0.00	#REF!
4)Our school wide plan is shared with staff, parents, community members, and district level personnel. The plan is available on our school website, our information bulletin board, in hard copy at our front office, and is shared at regular PTO, Parent Involvement, and School Council meetings.			\$0.00	#REF!
			\$0.00	#REF!

### IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard			
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step	
	Person/Position Responsible	Other (Optional, for school use)	Title I	Title I State Focus
			\$0.00	#REF!
			\$0.00	#REF!
			\$0.00	#REF!
			\$0.00	#REF!
5)			\$0.00	#REF!
6)			\$0.00	#REF!
7)			\$0.00	#REF!
8)			\$0.00	#REF!
9)			\$0.00	#REF!

**PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

10)			\$0.00	#REF!
11)			\$0.00	#REF!

## PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step	
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I	Title I State Focus
12)			\$0.00	#REF!
13)			\$0.00	#REF!
14)			\$0.00	#REF!
15)			\$0.00	#REF!
16)			\$0.00	#REF!
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I	Title I State Focus
			\$0.00	#REF!
18)			\$0.00	#REF!
19)			\$0.00	#REF!
20)			\$0.00	#REF!
21)			\$0.00	#REF!



## PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

**Review and Reflect:** *Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).*

**How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)**

We will measure students' progress from the data of the 9th Grade Literature and American Literature EOCs reading sections and lexile levels. Quarterly district benchmark assessments for all EOC courses will be analyzed for students' progress. Also, the Illuminate program will be used to analyze the common formative assessments and course summative assessments. In addition, MAP data will be analyzed after each administration in the Fall, Winter, and Spring to measure students' progress in their lexile levels within the 9th and 10th grade students. Lastly, ACCESS data will be analyzed to measure ESOL students' movement with the bands.

**What data will be used to determine whether the improvement strategies were deployed with fidelity?**

There will be a review of all CSIP data based on goal implementation every 4.5 weeks. This includes a data review by teachers in every department with administration and the academic coach along with the parent liaison to ensure all stakeholders are involved in this process regularly. The specific data to be used are students' course grades, formative common assessments, teacher walk-throughs, and evaluative reports.

**What does the data/evidence show regarding the results of the implemented strategies?**

*Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?*

We would like to create a literacy leadership team in the fall 2022. We would like to continue the professional development to help develop 21st century skills in critical thinking. We would like to show a positive growth in the number of students passing graduation and required coursework in EOCs classes (desire a 75% pass rate of all students at 9 week grading periods).

*Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?*

*Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?*

The strategies do not need to be changed, but we need to continue to implement our strategies to support our teacher's instruction. Continue to provide professional development so teachers have as part of the

## PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

**PLAN:** Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 2</b>	Numeracy/Math
<b>*SMART Goal with Performance Measures</b> * Student-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	Tucker High School will increase student mastery of math standards by implementing standard based instruction in every math classroom and measuring student performance. This will be achieved by using Tucker High School's achievement target for Math to show a 3% increase in our EOC pass rate from 2022-23. To further measure growth of all students at Tucker High School, the focus will be to increase the percentage of students scoring proficient or higher on the EOC Math Assessments by 3% (from 28.14% in 2022 to 31.14% in 2023). Tucker High School will place a high priority on increasing growth for students with disabilities by reaching the achievement target to show a 3% increase (2.23 points) from (20.40 in 2021 to 22.72 in 2022). To further measure growth for students with disabilities, the percentage of these students scoring in the Developing category will increase by 3% (from 31.25% in 2022 to 34.25% in 2023). Additionally, scoring in the Proficient category will increase by 3% (from 4.69% in 2019 to 7.69% in 2022), and scoring in the Distinguished category will increase by 3% (from 1.56% to 4.56%).
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area 1: Student Success with Equity and Access

**DO:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

### IMPROVEMENT STRATEGY #1

<i>Implement Standards Based Instruction in every classroom, that engage students in learning and provide academic enrichment or intervention for all students.</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
<b>Action Steps/Tasks to Implement Improvement Strategy</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>
1) Math software packages will be acquired and implemented as an online platform and tool to support student mastery of standards. Academic Coach will support Math Department Chair(s) with aligning and implementing Edgenuity Courses (for \$28,000= site license for	Teachers, Academic Coach, Technology		\$0.00
2) Before/After School Tutoring, Academic Saturday School, and Credit Recovery will be a means to re-teach and reassess standards based on student MAP data, Benchmark data, PLC common assessment data that will help increase graduation rate. Academic Coach will support Teachers bimonthly within PLC groups in analyzing this data to help organize ELT activities that align with EOC standards	Teachers, Academic Coach, ISS		\$2,520.00
3) Teachers will have additional resources for class instruction, small group tutorials, and math support classes that including online software tools focused on Math using the IXL for a site license for all 1000 students. Academic Coach will support Teachers in aligning online platforms with weekly lesson plans that match the corresponding math standards that the PLC groups are covering and align with	Teachers, Academic Coach		\$0.00
4) Teachers and Students will have access to additional math manipulatives, literature, supplies to use for all math classes to support math literacy in standard based instruction (View Some Boards, The Large Post It Anchor Charts, teacher created workbooks, etc.)	Teachers, Academic Coach		\$5,072.28
5) All math teachers will use standards-based instruction as documented in collaborative lesson plans created in weekly PLC meetings. Student work will also be analyzed in weekly PLC meetings as another method to monitor progress. This data-driven instruction will differentiate student learning aligned to EOC math standards and to utilize targeted, specified times during the instructional day/week to	Academic Coach and Teachers		\$0.00
6) Custodians will work a shift to open up, close, and clean up for Academic Saturday School to support the teaching and learning environment	Administration		\$0.00
7) A math teacher will be hired to worked specifically with students in this SWD subgroup in grades 9 &10 three days a week in small groups to ensure content mastery. This instruction will close achievement gaps and increase grade level content mastery. A copeland of	Administration		\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00

## PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
<b>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</b>	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Academic Coach and Math Department Chair(s) will assist Teachers with using the online platforms and provide training within monthly department meetings on how to use these platforms to support standard based instruction. Academic Coach will support	Teacher, Administrators,		\$0.00
13) Teachers will have opportunities to co-teach and observe with other teachers in the department, other high schools in the district, and the feeder middle school to see math instructional best practices at work in the classroom. Teachers will take these strategies and	Teacher, Administrators		\$0.00
14) Administration and Academic Coach will support Teachers in providing professional learning within PLC groups on using data to implement RTI/MTSS strategies for students, (specifically using IXL for implementation). Academic Coach will provide Administration with	Administrators, Academic Coach,		\$0.00
15) Academic Coach will support Teachers within department and PLC meetings with professional development on creating, maintaining student-centered classrooms and utilizing blended learning. Academic Coach will support new teacher hires. Administration, based on district recommendations, will select the virtual platforms for all math teachers to use that will best support standard based instruction. .	Teachers, Academic Coach, Instructional Support Specialist		\$0.00
16) Edgenuity MyPath subscription will be purchased for student use to track and monitor progression online with this software package. This will allow for the teachers to have assessment data to better teach and measure math content standards that are deficient.			\$0.00
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
<b>Identify parental engagement activities, providers, and the dates activities will begin and end.</b>	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Academic Coach will work with counselors to assist parents in learning how to support and assist their children in math class and use tools that will be available at school.	Counselors and Academic Coach		\$0.00
18) Math department will host math nights and parent workshops to meet with parents. Activities will increase parents' understanding of mathematics and the DCSD math pathways for graduation.	Teachers and Administrators		\$100.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
<b>IMPROVEMENT STRATEGY #2</b>			
<i>Implement Standard Based Instruction in all math department PLC groups.</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
<b>Action Steps/Tasks to Implement Improvement Strategy</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Academic Coach will support Administration and PLC Lead Teachers with bi-weekly PLC meeting to support teachers in implementing standards-based lesson plans and curriculum maps aligned with the district and state. Academic Coach will support Teachers within bi-	Teachers, Academic Coach		\$0.00
2) Academic Coach will support Teachers within weekly PLC meetings to create all common formative assessments and aligning them to the instructional calendar and EOC math standards. Teachers will share, analyze, and upload the common assessment data bimonthly to the PLC group's Data Wall and bring to all bi-weekly PLC meetings. Academic Coach will support Teachers coaching bimonthly	Teachers, Academic Coach		\$0.00

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3) Academic Coach will support teachers with yearly instructional calendars, student pacing guides, and math scope & sequence that will be used by all math teachers in the department. Academic Coach will assist teachers with writing weekly lesson plans that focus on utilizing 2 part lessons to engage students in learning and collect meaningful formative assessment data. Academic Coach will assist	Teachers, Academic Coach		\$0.00
4) Teachers will have additional resources to support PLC groups in developing standard based lessons that utilize math best practice teaching strategies. These additional resources will also be used for tutorials, math support classes, and ELT opportunities. These additional online resources focus on implementing standard based instruction. Academic Coach will support Teachers weekly within PLC	Teachers, Academic Coach		\$0.00
5) Teachers will receive professional learning on using MAP data and implementation of vertical teams and work within the department and in coordination with the Academic Coach and the feeder middle school to further analyze data trends and scaffolding to support student learning within a standards based classroom. The session will take place during school hours (5th Period), bi-yearly (October & March), and focus on re-teaching and reassessing during extended learning time (specifically in summer).	Teachers, Academic Coach		\$0.00
6) A Parent Survey is issued to all Tucker High School parents to gain information on what parents want to be included in the policy for the upcoming school year. Following the completion of the Parent Survey, administrators and select staff members prepare Policy for			\$0.00
7) THS utilizes and incorporates the following resources and programs- Science Greenhouse Grant, TSA, FBLA, FCCLA, Beta Club, National Honor Society, Tucker HS Foundation supplies student meals and incentives			\$0.00
8) Teachers will use differentiated instruction, instructional supplies, computers, instructional software Gizmos, Delta Math, iXL, tech supplies, and equipment to provide opportunities for students to engage in risk-taking, critical thinking, and innovative activities across			\$9,780.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Budgeted to Support Action Step</b>	
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>
12) Academic Coach and Teachers will participate in local, state, and national professional learning sessions on integrating technology in standards-based classroom, improving school climate, increasing school attendance, and increasing school graduation rate. (GCTM-- GA Council of Teachers of Mathematics Annual Conference, Metro Resa, Model School, Innovative School Summit, SDE, NCTM, NCTE, ASCD, SREB, WIDA, GAETC - GA Educational Technology Conference)	Teachers, Academic Coach		\$0.00
13) Teachers and Academic Coach will engage in professional learning from DCSC on interpreting NWEA MAP Data for intentional planning purpose and in order to make more informed instructional decisions. Academic Coach will support Teachers in pulling NWEA MAP Data Reports to provide academic enrichment or intervention for all students. Academic Coach will support Teachers in pulling	Teachers, Academic Coach, Instructional Support Specialist		\$0.00
14) Academic Coach and Administration will support Teachers within department meetings with professional learning on curriculum which support social-emotional learning and create a positive school climate. "Why Try." AND "THINK." Teachers will utilize these strategies	Teachers, Academic Coach, Administration		\$0.00
15) Administration, Academic Coach, and Teachers will receive multiple days professional learning throughout the year within department and PLC groups from Kennesaw State University to help develop a collaborative PLC culture creating a high-performing and functioning team that implement standards based data driven instruction. Kennesaw State University PL will focus on how to use online tools to	Teachers, Instructional Support Specialist, Academic		\$0.00
16) Administration, Academic Coach, and Teachers will receive professional learning to support standard based instruction within class instruction and small group tutorials using the online software tools that are focused on Math (iXL, Delta Math, USA Test Prep	Teachers, Administrators		\$0.00
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Allocated to Support Action Step</b>	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>
17) Parents will be notified of opportunities of the facilitation of workshops and resources shared to further explain the data and enrichment opportunities by math teachers within each PLC. Teachers will be given a stipend to facilitate these math sessions in the evenings once every other month	Teachers		\$127.35

**PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

18) Parents will have opportunities to conference with teachers and learn of an online tool to monitor student progress and data utilizing to schedule parent conferences. Administration will support Teachers with communication to Parents regarding school attendance. These will be offered/scheduled once every 4.5 week period	Teachers		\$0.00
19) Parents will have access to and learn from online programs students use in extended learning time and how it will benefit their child in the class	Teachers		\$0.00
20)			\$0.00
21)			\$0.00

# PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

## IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			\$0.00
2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00

## PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
<b>Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).</b>			
<b>How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
Analyze bi-weekly standard based common assessments, district benchmarks, Fall and Winter MAPS Assessments, GA Milestone Assessment Data for Fall semester and Spring semester.			
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>			
Walk-through with Administrators and Academic Coach weekly to check instructional board and implementing 3 part lesson in a standards based classroom. Professional development on implementing standard based instruction, and analyzing data and best teaching practice weekly within the PLC groups.			
<b>What does the data/evidence show regarding the results of the implemented strategies?</b>			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
PLC groups will meet twice a week for common planning. Based on evidence from Administration and Academic Coach observations of PLC common planning time, the lack of documented information collected and analyzed in PLC common assessment data folders, and the Teachers' understanding of the process of using data to drive instruction from 2022-2023 school year the strategies do not need to change. However, we need to do a better job of using PLC groups data folders to gather data and analyze this data using the common THS data analysis form to drive instruction. PLC groups need to follow a common agenda during PLC meeting times to maximize the planning time together			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			
District Required Instructional Board with Standard, EQ, LT, SC, and 3 part lesson was implemented in all math classrooms. Based on evidence from Administration and district walk-throughs from 2022-2023 school year the strategies do not need to change. These observations showed most teachers instructional boards were not up to date with current lessons being taught, and that students' tasks lacked the level of rigor needed to answer higher depth of knowledge questions that will be presented in district benchmarks assessments or GA Milestone Assessments.			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			
Standard based instruction was already implemented in the 2022-2023 school year with district requirements of instructional board and PLC groups meeting twice a week to review common assessment data. Therefore, we will continue to use the same improvement strategies in 2022-2023 school year. Based on evidence from the prior school year, the strategies do not need to change. However, we need to do a better job of looking at data to drive instruction and all teachers within PLC groups need to be on the same scope and sequence based on the district CAAG for each course			

## PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

**PLAN:** Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 3</b>	School Climate: Attendance and Graduation Rate
<b>*SMART Goal with Performance Measures</b>	
* Student-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	By the end of the 22-23 school year, we will improve student attendance by reducing the percentage of students who are absent more than 10% from 16.1% to 12%. By the end of the 22-23 school year, we will improve the overall graduation rate by 4 percent with a target of 90%
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area 1: Student Success with Equity and Access

**DO:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

### IMPROVEMENT STRATEGY #1

<i>Increasing the daily student attendance rate and promote a positive School Climate to ensure measurable academic success for all students</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
<b>Action Steps/Tasks to Implement Improvement Strategy</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>
1).To ensure measureable gains for all student subgrp populations, we will create T.A.G. (Tardies,Attendance,Graduation) Team consisting of attendance protocol manager, administrative assistant, counselors, counseling admin. asst., discipline admin. asst, parent liaison and 4 teachers (one from ELA, MATH, SCIENCE, and SOCIAL STUDIES), and the school social worker to design and implement prevention/intervention strategies to improve both the student attendance (as indicated by the number of students with less than 10% overall absences) and the graduation rate.	T.A.G. Team		\$0.00
2. Review attendance data from the prior school year to identify students who were absent more than 10% of their days enrolled. These students are considered at-risk based on the data from last school year. These students will be monitored from the 1st week of school. PREVENTION: Meet with these students/parents in early August to 'lay out' attendance expectations and ensure parents have access to Parent Portal. Interpreters will be requested. School Social Worker will also attend.	Assistant Principal		\$0.00
3). Students with chronic UNEXCUSED absences will immediately be placed on an attendance contract. Students on an attendance contracts must meet with Attendance Protocol Manager weekly to review attendance. Documentation will be requested if the student has been absent.	Attendance Protocol Manager		\$0.00
School counselors will lead advisement sessions in homeroom each month focused on social-emotional learning as well as academic/college readiness strategies. Students will be able to be referred or sign up for additional support as needed. Counselors will be	Counselors		\$0.00
4). T.A.G. Team will meet every month to review student attendance and enrollment data.	T.A.G. Team		\$0.00
5). Identify incoming 9th graders who have been identified as at-risk (academic, behavior, SWD, ELL,SEL). INTERVENTION: Provide additional support through Mentoring Program.	Asst. Principal		\$0.00



### PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

The HERO attendance monitoring system will be used on a daily basis to get students in class and on time to change negative attendance patterns through positive behavior reinforcement. This will help to improve overall school climate.	Everyone		\$0.00
8) Mentors will be identified and students will be assigned to meet with mentor weekly. Checklist completed weekly to document engagement.	T.A.G. Team		\$0.00
Academic coaches will share specific strategies to share with teachers for working with students that are off-track or have significant gaps in their learning based on current achievement and prior data.	Academic Coach and teachers		\$0.00
Add an ATTENDANCE link to the school's webpage that specifically outlines procedures for parents to properly document student absences in addition to	Drs. Jackson & Barber		\$0.00
			\$0.00

## PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) HERO training for ALL teachers during the week of Pre-planning (August 2022) to ensure effective implementation of program.	Asst. Principal		\$0.00
13). Teachers, counselors and admin team members will attend district and national SEL and discipline conferences to obtain strategies that can be used throughout the school year to increase school climate and culture and decrease discipline referrals and suspensions. Improving school climate, increasing school attendance, and increasing school graduation rate. Metro Resa, Model School, Innovative School Summit, SDE, NCTM, NCTE, ASCD, SREB, WIDA, GAETC - GA Educational Technology Conference)	T.A.G. Team		\$0.00
14). Parent/Student Orientation/Open House/Curriculum Night/Parent Teacher Conferences - August 2022 - to provide parents of all incoming 9th graders with history of chronic absences needed information to monitor student attendance in addition to providing parents with available outside resources as requested. Translators will need to be available for this meeting.	Asst. Principal	Counselors	\$0.00
			\$0.00
15)MENTORING TRAINING for all teachers who will be mentoring at-risk students to ensure teachers understand the commitment of mentorship and to ease the transition from middle to high school as well as grade level to grade level.			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
16). Once mentors have been identified, assign students to mentors, explain the mentorship program to parents and provide ongoing communication between home and school. Mentors will utilize checklist developed by the T.A.G. Team to document engagement.	T.A.G. Team		\$0.00
17). Work on guidelines that parents and mentors are expected to follow as it relates to monitoring student attendance, achievement, and getting them involved in school. Provide meetings with students/parents/mentors to ensure students successfully transition through high school.	T.A.G. Team		\$1,053.65
			#VALUE!
			\$0.00
IMPROVEMENT STRATEGY #2			
	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step

## PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

	Person/Position Responsible	Other (Optional, for school use)	Title I
			#VALUE!
			\$0.00
			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) All faculty and staff will receive professional development on monitoring and tracking student attendance and tardies through the HERO Trardy Tracking System in August 2022 to ensure compliance with the attendance policy.	Asst. Principal	Teachers	\$0.00
13)			\$0.00
			\$0.00
15)			\$0.00
16)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Allocated to Support Action Step</b>
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
Parents will be made aware of the HERO system during parent-teacher conferences, during individual conferences and during 9th grade transition meetings. Parents will be encouraged to monitor students' attendance using Infinite Campus to ensure students successfully	Staff members		\$0.00
			\$0.00
19)			\$0.00
20)			\$0.00

**PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

21)				\$0.00
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# PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

## IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			\$0.00
2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00

## PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
<b>Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).</b>			
<b>How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
Attendance data will be reviewed monthly by the T.A.G. Team. In May 2023, we will be able to compare the overall attendance rate for the 22-23 school year to that of the 21-22 school year.			
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>			
Student attendance data goals will be reviewed every 4 weeks. This includes a data review by the T.A.G. Team along with our pschool social worker in this process.			
<b>What does the data/evidence show regarding the results of the implemented strategies?</b>			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
This process is ongoing and will continue with students who were determined to be at-risk throughout the entire 22-23 school year. The 4 year graduation rate for the previous 3 years are as follows: 2017: 85.09, 2018: 79.44, 2019: 79.192			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			
Positive growth in the number of students passing graduation and required coursework in EOCs classes (desire a 75% pass rate of all students at 9 week grading periods) THS graduation has declined from 2017 but with consistent monitoring of EOC passage rates and remediation, THS expects the graduation will increase in 2021-2022 and beyond.			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			
We will review end of year attendance data, overall graduation rate, and end-of-year climate survey results. THS will continue with research-based interventions for the 2022-2023 school year.			