

# 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 (American Literature & US History) EOC data improvement, MAP participation and analysis
<b>*SMARTIE Goal with Performance Measures</b> <small>* Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.</small>	By the end of the 2024-25 school year, Tucker High School will improve students scoring developing or above in ELA as measured by the Georgia Milestones from 67% (SY 23-24) to 70% (SY 24-25) for all students enrolled in American Literature with the following goals for each student subgroup: * Students deemed within the exceptional education subgroup will improve scores rated as developing and above from 20% (SY 23-24) to 23 % ( SY 24-25).
<b>DCSD Strategic Plan Goal</b>	Goal Area I: 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

*Implement the PLC process to elevate schoolwide Tier I instruction.*

Action Steps/Tasks to Implement Improvement Strategy (Who, What, When, Where, How, Funding Source)	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
Each course schoolwide will employ the PLC process to deconstruct standards, employ unit pacing guides, common assessments, and student intervention strategies. PLC artifacts will be collected in TEAMS and monitored throughout the year. PLCs will receive feedback based on observations and artifacts throughout the year. <i>SYSTEM 1: Standards and Curriculum Implementation</i>	Admin, Academic Coaches, PLC Leads & Teacher Leaders		\$75,099.00
Teachers will identify specific learning targets in for each unit of the curriculum. PLC teams will design 2 common formative assessments and 1 summative assessment for each unit based on the pacing outlined by the DCSD curriculum. All common assessments should be input into Illuminate as the platform to monitor the progress of all subgroups. Teacher will receive professional learning on assessment and data usage. <i>SYSTEM 2: Effective Use of Data</i>	Admin, Academic Coaches, PLC Leads & Teacher Leaders		\$10,280.51
All teacher will participate in the administration of the MAP assessment. Teachers will receive PL to increase understanding of RIT scores, student growth reports, and Lexiles. Teacher will lead student through the student led data analysis to plan and document student created goals. <i>SYSTEM 2: Effective Use of Data</i>	Admin, Academic Coaches, PLC Leads & Teacher Leaders		\$0.00

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

<p>PLC Teacher leaders will receive monthly professional learning to sustain models for success. Teacher Leaders will use LEARNING BY DOING as a framework for alignment and developing model artifacts and classrooms.</p>	<p><i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i></p>	<p>Admin, Academic Coaches, PLC Leads &amp; Teacher Leaders</p>		<p>\$0.00</p>
<p>Teachers will monitor student progress of each unit's priority standards and develop tiered task cards to ensure all students receive intervention and excelleration at their level of understanding. Teacher will design task cards for collective team interventions/differentiation based on their interpretation of assessment data and after assessment of student work using the REAP protocol.</p>	<p><i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i></p>	<p>Admin, Academic Coaches, PLC Leads &amp; Teacher Leaders</p>		<p>\$0.00</p>
<p>Leadership team will monitor implementation of Tler 1 instruction through periodic structured learning walks. Administrators and Coaches will observe PLC teams through a structured artifact and analyze data to provide continuous support.</p>	<p><i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i></p>	<p>Admin, Academic Coaches, PLC Leads &amp; Teacher Leaders</p>		<p>\$0.00</p>
<p>All teachers will be tiered using the Academic Coach Tiered System of Support. All teachers will receive at least one data guided coaching session or feedback artifact/opportunity per nine week period.</p>	<p><i>SYSTEM 6: Instructional Feedback and Professional Learning</i></p>	<p>Teachers, Admin, Academic Coaches, PLC Leads</p>		<p>\$0.00</p>
	<p><i>Six Systems - Select 1</i></p>			<p>\$0.00</p>
<p>9)</p>				<p>\$0.00</p>
<p>10)</p>				<p>\$0.00</p>
<p>11)</p>				<p>\$0.00</p>

## 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.		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, General, Grant, PTA, Donation, After School, Foundations)
1) All teachers will engage in professional learning to turn data into information that can be used to intervene in instruction in a timely manner.	<i>SYSTEM 2: Effective Use of Data</i>	Academic Coaches, PLC Leads & Teacher Leaders		\$20,800.00
Teachers will receive professional learning on depth of knowledge to increase rigor in all classes and to improve formative assessment writing for all content areas.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Academic Coaches, PLC Leads & Teacher Leaders		\$13,900.00
Teacher leadership teams will participate in professional learning to learn to employ data analysis and visualization strategies to disaggregate student MAP data schoolwide to narrow the focus of disciplinary reading and writing strategies in each content area.	<i>SYSTEM 2: Effective Use of Data</i>	Academic Coaches, PLC Leads & Teacher Leaders		\$0.00
PLC leads will receive monthly professional learning throughout the year to calibrate practice schoolwide according to the THS PLC handbook and ensure that each of the leading PLC questions are employed consistently.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Academic Coaches, PLC Leads & Teacher Leaders		\$0.00
16)				\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) In Title I meetings, parent-teacher nights, and scheduled parent meetings, informational presentations about the importance of universal screening assessments such as MAP and schoolwide writing initiatives will be shared. Student data about MAP and writing reports will be shared for each individual student and for the school as a whole.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Academic Coaches, PLC Leads & Teacher Leaders, Admin, Counselors, FACE advocates, Check & Connect advocates, MTSS representatives		\$9,578.10
18) Monthly Parent University sessions on each third Thursday facilitated by staff to provide information and training to parents on content areas testing, infinite campus, Naviance, safety, and college readiness	<i>SYSTEM 5: Academic and Behavioral Support</i>	Admin, Academic coaches, teachers		\$3,000.00
19)				\$0.00
20)				\$0.00

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

21)				\$0.00
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# PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

## IMPROVEMENT STRATEGY #2

<i>Standards Based Classrooms</i>		<i>Six Systems - Select 1</i>		
<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>Funding Budgeted to Support Action Step</b>
		<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Time, General, Grants, etc. Donation, After School, Foundations)</b>
Teachers will incorporate daily lessons that have one learning target and a clear performance based success criteria that is aligned to demonstrate the learning for the day. Teachers will articulate the learning target and success criteria in addition to facilitating the three part instructional framework for lesson daily which is posted daily.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Admin, Academic coaches, PLC leads		\$0.00
Teachers will work to elevate instructional environments for student engagement, student goal setting, and student discussion.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Admin, Academic coaches, PLC leads, teachers		\$0.00
3) Teachers, in the PLC, will incorporate the REAP strategy to analyze student writing samples every two weeks in order to review their explicit teaching of writing.	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Admin, Academic coaches, PLC leads, teachers		\$0.00
Teachers will incorporate daily lessons that have one learning target and a clear performance based short writing assessment. Teachers will communicate the learning target, provide explicit close reading and note taking instructions for the reading, and provide time during the closing for short writings to reflect their learning on the learning objective.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Admin, Academic coaches, PLC leads, teachers		\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00

## 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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) Teachers will participate in a curriculum outlining session at the beginning of each unit to draft lessons in two week increments that have specific learning targets and performance based success criteria for students to demonstrate learning. They will be taught the backward design process, data analysis skills, the REAP protocol, and strategies for explicit instruction in close reading, writing, and discussion using open ended prompts.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Admin, Academic coaches, PLC leads, teachers		\$0.00
13) All teachers will participate in coaching cycles to ensure the fidelity of a guaranteed curriculum. Within their coaching sessions, their explicit instruction and assessment practices, and subgroup data will be reviewed.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Admin, Academic coaches, teachers		\$0.00
14) Academic Coaches, teacher leaders, PLC leaders, and admin will participate in ongoing professional learning on effective PLCs, effective use of data, and effective communication techniques that yield accountability and culture change	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>			\$0.00
15)				\$0.00
16)				\$0.00

# 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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) Tucker HS will institute monthly Parent University sessions that will focus on each area of the CSIP with speakers that will address student data based on feedback gatehred and subgroup performance/needs demonstrated	<i>Six Systems - Select 1</i>	Admin, Counsleors, Teachers, Parents		\$0.00
18) Feedback will be gathered to determine the needed information from parents and external stakeholders and this will be the information presented back to parents in	<i>SYSTEM 2: Effective Use of Data</i>	Admin, Counsleors, Teachers, Parents		\$0.00
19) Parent conferences and communication methods will be differentiated forofamilies and external stakeholders based on need	<i>SYSTEM 5: Academic and Behavioral Support</i>	Admin, Counsleors, Teachers, Parents		\$0.00
20)				\$0.00
21)				\$0.00
IMPROVEMENT STRATEGY #3				
<i>Student data will reveal a progression of student access to literacy and writing skills as determined through an intensive school wide focus on grade level progressing reading &amp; writing strategies.</i>		<i>SYSTEM 2: Effective Use of Data</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) Non-core content teachers (i.e. PE/Health classes) will engage students in creating writing portfolios for students aligned to curriculum standards with exemplars in writing.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, students, admin		\$0.00
4.5 week data reviews by teacher teams/PLCs and leadership will allow for an analysis of student needs and reteaching/reassessing opportunities. Extended Learning Times and MTSS referrals will be craeted based on this data (student celebrations will also occur at these times based on this data and demonstrated student growth).	<i>SYSTEM 2: Effective Use of Data</i>	Admin, Counsleors, Teachers, Parents		\$0.00
3) PLC leads will undergo ongoing professional leanrning to ensure all weekly session information is updated into folders for administrative review and support	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Admin, Coaches		\$0.00
4)				\$0.00

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

5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00



## 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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) Monthly professional learning will occur for all staff members on the 3rd Thursday of each month.	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	<i>Six Systems - Select 1</i>			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

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

<i>CSIP Progress Monitoring Cycle 1:</i>	<a href="#"><u>CSIP Monitoring Cycle</u></a>
<i>CSIP Progress Monitoring Cycle 2:</i>	<a href="#"><u>CSIP Monitoring Cycle</u></a>
<i>CSIP Progress Monitoring Cycle 3:</i>	<a href="#"><u>CSIP Monitoring Cycle</u></a>

## 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 (Algebra & Biology EOC improvement) MAP participation and analysis
<b>*SMARTIE Goal with Performance Measures</b>	Implement Standards Based Instruction in every classroom, that engage students in learning and provide academic enrichment intervention for all students. In the fall of 2023 our Algebra MAP data showed that our median percentile value was 39%. In the spring of 2024 our Algebra MAP data showed that our median percent increased by 3% to 42%.  * Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.
<b>DCSD Strategic Plan Goal</b>	Goal Area I: 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>	<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
Math software packages will be acquired and implemented as on online platform and tool to support student mastery of standards. Academic coach will support math department chairs with aligning and implementing image learning/progress ( for \$28000= site license for all 1800 students for teachers to use for classroom instruction, ELT opprtunities and credit recovery. Academic coach will support administration and facilitating image learning onlnt to increase gradution rate through credit recovery as well as supporting teachers in using Image Learning for remediation plans for small groups of students. Academic coach will support tecahers bimonthly within PLC groups to analyze common assessments data and MAP data to select ELT opprtunities using Edgenuity to increase student mastery of EOC and curriculum standards. Flipped classroom, Revision Village, Foundation, KUTA, Quizziz	SYSTEM 2: Effective Use of Data	Teachers, Academic Coach, Technology Liaision	\$0.00
Before and after school tutoring academic Saturday school and credit recovery for EOC and non EOC courses this will be a means to reteach 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 every 4 ½ within PLC groups in analyzing this data to help organize ELT activities that align with EOC standards and/or help close learning gaps identified. Academic Coach will support teachers in pulling appropriate data from Illuminate and NWEA Map, to analyze student MAP RIT scores and the MAP Student Growth Report to measure the effectiveness on student achievement.	SYSTEM 2: Effective Use of Data	Teachers, Academic Coach,	\$0.00

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

<p>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, Delta Math school wide. 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 the instructional calendar.</p>	<p><i>SYSTEM 1: Standards and Curriculum Implementation</i></p>	<p>Teachers and Academic Coach</p>		<p>\$0.00</p>
<p>4) Teachers and Students will have access to additional math manipulatives, literature, supplies to use for all classes to support literacy in standard based instruction (View Sonic Boards, USB Mice, The Large Post It, Anchor Charts, teacher created workbooks, white board tables, student clipboards, paper, dry erase markers, pencils, tape, etc.). CALCULATORS, CHROMEBOOKS</p>	<p><i>SYSTEM 1: Standards and Curriculum Implementation</i></p>	<p>Teachers and Academic Coach</p>		<p>\$0.00</p>
<p>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 provide targeted, specific small group instruction to students not meeting proficiency goals. Teachers will measure student progress and growth by formative assessment tools in class, common assessments, and after MAP/Benchmark assessments. Teachers will organize this data and input into the Data Wall for each PLC group every 4 1/2, and use this data along with the MAP Class Breakdown Report and Learning Continuum to tier student in small groups for differentiated instruction. Academic Coach will support Teachers within PLC groups to analyze this data using the THS Data Talk Guide to create these targeted small groups, as well as to provide remediation and enrichment opportunities during extended learning times.</p>	<p><i>SYSTEM 1: Standards and Curriculum Implementation</i></p>	<p>Teachers and Academic Coach</p>		<p>\$0.00</p>
<p>Custodians will work a shift to open up, close, and clean up for Academic Saturday School to support the teaching and learning environment.</p>	<p><i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i></p>	<p>Administration</p>		<p>\$0.00</p>
<p>7) A math teacher will be hired to work specifically with students in this SWD and ELL subgroup in grades 9 &amp; 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 caseload of 350 students will be identified using previous MAP data for this targeted instruction. This staffing allocation is necessary due to the larger class sizes in our Algebra Concept and Connections Geometry classes this year and students in the SWD subgroup will not otherwise get the individualized support and small-group instruction for necessary intervention.</p>	<p><i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i></p>	<p>Administration</p>		<p>\$0.00</p>
				<p>\$0.00</p>
<p>9)</p>				<p>\$0.00</p>
<p>10)</p>				<p>\$0.00</p>
<p>11)</p>				<p>\$0.00</p>

## 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.		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, General, Grant, PTA, Donation, After School, Foundations)
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 Teachers bimonthly within PLC groups on specific professional development needed to support student mastery of math standards. Academic Coach and Math Department Chair(s) will identify champion teachers to help implement and support the online platforms. (IXL, Delta Math, Progress Learning). Academic Coach will support Teachers weekly within PLC groups with distribution of needed materials that support standard based instruction. Department Chair(s) will support Administration and School Book Keeper with organizing and ordering needed materials.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teacher, Administrators, Academic Coach, Technology Liaison, Instructional Support Specialist		\$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 implement them into their own standard based classroom. Academic Coach will co-observe with Teachers and report back to Administrators and other Teachers with observation notes. Administrators will support in providing coverage for Teachers during these observations times. Administration will identify champion teachers to help implement and support the online platforms.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teacher, Administrators, Academic Coach, Instructional Specialist		\$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). Administration will be provided with bi-yearly IXL data to support the implementation of RTI/MTSS process.	<i>SYSTEM 2: Effective Use of Data</i>	Administrators, Academic Coach, Instructional Support Specialist		\$0.00
15)Academic Coach will support Teachers within department and PLC meetings with professional development on creating, maintaining student-centered classrooms and utilizing data driven instruction. 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.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers, Academic Coach, and Admin		\$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 teacher to have assessment data to better reteach and reassess math content standards that are deficient.	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Teachers, Academic Coach, and Admin		\$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.		Funding Budgeted to Support Action Step
Identify parental engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
17) Counselors will assist parents in learning how to support their students in math class and use tools that will be available at school.	SYSTEM 5: Academic and Behavioral Support	Counselors		\$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.	SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning	Teachers and Admin		\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
<b>IMPROVEMENT STRATEGY #2</b>				
<i>Implement standards based instruction in all department PLC groups</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
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-weekly PLC meetings with unit planners, KUD charts, and other resources/materials to teach standards based instruction using technology in the classroom.	SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning	Teachers and 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 biweekly PLC meetings. Academic Coach will support Teachers analyzing bimonthly common assessments during PLC groups using the THS Data Talk Guide, in order to create action plans to reteach the most missed questions, and to coordinate tiered small group instruction within class that allows specific feedback to students. Administration will use this data to make instructional decisions for ELT opportunities, teachers tiered system of support, and forming collaborative planning groups/cohorts.	SYSTEM 2: Effective Use of Data	Teachers and Academic Coach		\$0.00
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 3-part lessons to engage students in learning and collect meaningful formative assessment data. Academic Coach will assist Teachers within PLC groups to create mandatory instructional boards for their classroom based on district criteria (Standard, EQ, LT, SC, 3-part Lesson). Administration will track using TEAMS Channels PLC groups (Lesson Plans, Common Planning Checklist, Assessments, Data Folders, Instructional Boards, 3-part Lessons, ect.) Administration will report and archive this teacher data using walkthrough tool.	SYSTEM 1: Standards and Curriculum Implementation	Teachers, Academic Coach, and Admin		\$0.00

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

<p>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 within PLC groups to align online platforms and lesson plans that match the corresponding math standards. Academic Coach will support Teachers in analyzing data within PLC groups to coordinate ELT opportunities.</p>	<p><i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i></p>	<p>Teachers and Academic Coach</p>		<p>\$0.00</p>
<p>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 &amp; March), and focus on re-teaching and reassessing during extended learning time (specifically in summer).</p>	<p><i>SYSTEM 2: Effective Use of Data</i></p>	<p>Teachers and Academic Coach</p>		<p>\$0.00</p>
<p>6) Teachers will use differentiated instruction, instructional supplies, computers, instructional software, Kuta Software, Delta Math, IXL, and other tech supplies / equipment to provide opportunities for students to engage in hands-on labs manipulatives and materials for math and science, dissection kits, critical thinking, and innovative activities across math and science classes. (manipulatives, printers, math tables, chamber sets, microscopes, surge protectors, and chargers).</p>	<p><i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i></p>	<p>Teachers</p>		<p>\$0.00</p>
<p>7) THS utilizes and incorporates the following resources and programs- Science Greenhouse Grant, Math Club TSA, VEX, FBLA, FCCLA, Beta Club, National Honor Society, Tucker HS Foundation supplies student meals and incentives.</p>	<p><i>SYSTEM 5: Academic and Behavioral Support</i></p>	<p>Teachers</p>		<p>\$0.00</p>
<p>8)</p>				<p>\$0.00</p>
<p>9)</p>				<p>\$0.00</p>
<p>10)</p>				<p>\$0.00</p>
<p>11)</p>				<p>\$0.00</p>
<p style="text-align: center;"><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></p>		<p style="text-align: center;"><b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b></p>		<p style="text-align: center;"><b>Funding Budgeted to Support Action Step</b></p>
<p>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</p>		<p style="text-align: center;"><b>Person/Position Responsible</b></p>	<p style="text-align: center;"><b>Other (Optional, for school use)</b></p>	<p style="text-align: center;"><b>Title I, General, Grant, PTA, Donation, After School, Foundations)</b></p>
<p>12) Academic Coach and Teachers will have opportunities to 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)</p>	<p><i>SYSTEM 6: Instructional Feedback and Professional Learning</i></p>	<p>Teachers, Academic Coach</p>		<p>\$0.00</p>

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

<p>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 NWEA MAP Data Reports to tier students for differentiated instruction. NWEA MAP Data reports will be analyzed three times a year Fall, Winter, and Spring by Teachers, Academic Coach, and Administrators within Department Meetings. Academic Coach will support Admin in facilitating these meetings with teachers and pulling reports.</p>	<p><i>SYSTEM 6: Instructional Feedback and Professional Learning</i></p>	<p>Teachers, Academic Coach, Adimn</p>		<p>\$0.00</p>
<p>14) 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, Progress Learning, KUTAWORKS, Edgenuity, SAVAS, Illuminate). Administration, Academic Coach, and Teachers will receive professional learning to support math literacy and meaningful/timely teacher feedback using the online software tools that are focused on Math (IXL, Delta Math, Progress Learning, KUTAWORKS, Edgenuity, SAVAS, Illuminate).</p>	<p><i>SYSTEM 6: Instructional Feedback and Professional Learning</i></p>	<p>Teachers, Administrators, Academic Coach</p>		<p>\$0.00</p>
		<p>Teachers</p>		<p>\$0.00</p>
		<p>Teachers</p>		<p>\$0.00</p>
<p><b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b></p>		<p><b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b></p>		<p><b>Funding Budgeted to Support Action Step</b></p>
<p>Identify parent/family engagement activities, providers, and the dates activities will begin and end.</p>		<p><b>Person/Position Responsible</b></p>	<p><b>Other (Optional, for school use)</b></p>	<p><b>Title I, General, Grant, PTA, Donation, After School, Foundations)</b></p>
<p>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.</p>	<p><i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i></p>	<p>Teachers, Administrators, Academic Coach</p>		<p>\$0.00</p>
<p>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.</p>	<p><i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i></p>	<p>Teachers</p>		<p>\$0.00</p>
<p>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.</p>	<p><i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i></p>	<p>Teachers</p>		<p>\$0.00</p>
<p>20) 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 consideration it is then translated as needed. The approved policy is Approved CSIP is provided to parents: During Annual Title I Meeting, Email, Hard copies are available at the school. Approved CSIP is provided to the community: During Annual Title I Meeting, Hard copies are available at the school</p>	<p><i>SYSTEM 6: Instructional Feedback and Professional Learning</i></p>	<p>Teachers</p>		<p>\$0.00</p>
<p>21)</p>				<p>\$0.00</p>



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

### IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	<i>Six Systems - Select 1</i>			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
CSIP Progress Monitoring Cycle 1: <a href="#">CSIP Monitoring Cycle</a>				
CSIP Progress Monitoring Cycle 2: <a href="#">CSIP Monitoring Cycle</a>				
CSIP Progress Monitoring Cycle 3: <a href="#">CSIP Monitoring Cycle</a>				

## 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>	Improve/increase Student Daily Attendance Rates
<b>*SMARTIE Goal with Performance Measures</b> * Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.	By the end of the 2024-25 school year, we will improve the average daily attendance rate for students to 95% by reducing the percentage of students who are absent more than 10% from 16.1% to 12%. Our SWD subgroup and MLL subgroup will be targeted as these were the two lowest populations for attendance, SWD will increase to 65% and Hispanic students to 84%. The specific strategies below will better monitor student attendance and academic performance in other areas as well as decreasing student tardies by 50% in the end coming year will increase student attendance.
<b>DCSD Strategic Plan Goal</b>	Goal Area IV: Culture and Climate

**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

Type Improvement Strategy Here: Increasing the daily student attendance rate and promote a positive School Climate to ensure measurable academic success for all students		SYSTEM 5: Academic and Behavioral Support		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) To ensure measurable gains for all student subgroup populations, we will create a team consisting of the attendance protocol manager, administrative assistant, counselors, counseling admin. asst., discipline admin. 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. Securely computer software will be used to monitor students time in and out of class during the school day to ensure optimal instructional time for all students.	SYSTEM 4: Progress Monitoring and Analysis of Student Work	Admin, Attendance Team, Counselors, Social Worker		\$4,944.00
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.	SYSTEM 5: Academic and Behavioral Support	Admin, Attendance Team, Counselors		\$0.00
3) Students with chronic UNEXCUSED absences will immediately be placed on an attendance contract. Students on an attendance contract must meet with Attendance Protocol Manager weekly to review attendance. Documentation will be requested if the student has been absent.	SYSTEM 5: Academic and Behavioral Support	Admin, Attendance Team, Counselors		\$0.00
4) 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 able to attend professional learning to be better equipped on these areas, topics, and resources (GSCA conference, ACSA conference, ect.)	SYSTEM 5: Academic and Behavioral Support	Admin, Attendance Team, Counselors		\$0.00

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

5) Attendance Team will meet every month to review student attendance and enrollment data.	SYSTEM 5: Academic and Behavioral Support	Admin, Attendance Team, Counselors		\$0.00
6) Identify incoming 9th graders who have been identified as at-risk (academic, behavior, SWD, ELL,SEL). INTERVENTION: Provide additional support through Mentoring Program.	SYSTEM 4: Progress Monitoring and Analysis of Student Work	Admin, Attendance Team, Counselors		\$0.00
7) Student data will be monitored and reviewed every 4.5 weeks to determine remediation needs for students in each grade level based on need	SYSTEM 2: Effective Use of Data	Admin, Attendance Team, Counselors		\$0.00
8) Mentors will be identified and students will be assigned to meet with mentor weekly. Checklist completed weekly to document engagement.	SYSTEM 5: Academic and Behavioral Support	Admin, Attendance Team, Counselors		\$0.00
9)				\$0.00
10)				\$0.00
11)				\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) Training for ALL teachers during the week of Pre-planning (August 2024) to ensure effective implementation of program.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Admin		\$0.00
13) 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)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Admin		\$0.00
14) arent/Student Orientation/Open House/Curriculum Night/Parent Teacher Conferences - August 2023 - 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.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Admin, teachers, coaches		\$0.00
15)				\$0.00
16)				\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	<i>Six Systems - Select 1</i>			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
IMPROVEMENT STRATEGY #2				
<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			\$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
<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>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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$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>Funding Budgeted 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, General, Grant, PTA, Donation, After School, Foundations)
17)	<i>Six Systems - Select 1</i>			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

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

### IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
<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>Funding Budgeted to Support Action Step</b>
		<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I, General, Grant, PTA, Donation, After School, Foundations)</b>
1)	<i>Six Systems - Select 1</i>			\$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
<b>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></b>		<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>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, General, Grant, PTA, Donation, After School, Foundations)</b>
12)	<i>Six Systems - Select 1</i>			\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
CSIP Progress Monitoring Cycle 1: <a href="#">CSIP Monitoring Cycle</a>				
CSIP Progress Monitoring Cycle 2: <a href="#">CSIP Monitoring Cycle</a>				
CSIP Progress Monitoring Cycle 3: <a href="#">CSIP Monitoring Cycle</a>				



## PRIORITY AREA 4, 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 4</b>	Increase 4-year Cohort Graduation Rate to 90%
<b>*SMARTIE Goal with Performance Measures</b> <small>* Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.</small>	Students in the graduation cohort year 2025 will have a 90% graduation rate based on the monitoring and benchmarking and monthly monitoring of students in these subgroups: maintaining all Seniors with IEPs on track for graduation beginning in August, monitoring the records and withdrawal status of MLL and 95% of enrolled international students beginning in summer of 2024 remain on-track, progress monitoring Seniors monthly to ensure 95% of the class is on-track for graduation, ensure 100% of summer graduates complete coursework, reduce the number of 5th year cohort of graduates by 50%
<b>DCSD Strategic Plan Goal</b>	Goal Area I: 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>Progress monitoring monthly for the 2025 four-year cohort will begin in August to ensure 95% of these students remain on-track for graduation while the process of reduction of negative graduation codes continues for withdrawn students from the cohort</i>		<i>SYSTEM 2: Effective Use of Data</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) In August counselors will begin to share detailed advisement plans with parents on their alphabetic caseloads for students to achieve on-time/on-track graduation including options for needed credit recovery classes	<i>Six Systems - Select 1</i>	Admin, Counselors		\$0.00
Plans for academic or behavioral support and remediation will be created and communicated for off-track students and targeted students in identified subgroups during the school day and afterschool	<i>SYSTEM 5: Academic and Behavioral Support</i>	Teachers, Counselors		\$0.00
3) Summer and 5th year graduates will be identified from the off-track list to determine strategies to support their completion of coursework and credits to graduate	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Teachers, Counselors		\$0.00
4)				\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00

**PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

10)				\$0.00
11)				\$0.00

## PRIORITY AREA 4, 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.		Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
Bi-weekly meetings with data clerk and counselors with administrators to determine the calculated graduation rate and status of remediation/advisement plans	SYSTEM 2: <i>Effective Use of Data</i>	counselors, data clerk		\$0.00
Communication and documentation with parents from teachers and counselors with off-track students monthly	SYSTEM 4: <i>Progress Monitoring and Analysis of Student Work</i>	parents, teachers, counselors		\$0.00
14)				\$0.00
15)				\$0.00
16)				\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) Administrators and counselors will meet with off-track students and parents to review plans for graduation and postsecondary success	SYSTEM 5: <i>Academic and Behavioral Support</i>	Admin, Counselors		\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
IMPROVEMENT STRATEGY #2				
<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	Six Systems - Select 1			\$0.00
2)				\$0.00
3)				\$0.00

**PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)**

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>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, General, Grant, PTA, Donation, After School, Foundations)</b>
12)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$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>Funding Budgeted 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, General, Grant, PTA, Donation, After School, Foundations)</b>
17)	<i>Six Systems - Select 1</i>			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

# PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

## IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
<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>Funding Budgeted to Support Action Step</b>
		<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I, General, Grant, PTA, Donation, After School, Foundations)</b>
1)	<i>Six Systems - Select 1</i>			\$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
<b>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></b>		<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Funding Budgeted to Support Action Step</b>
<b>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</b>		<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I, General, Grant, PTA, Donation, After School, Foundations)</b>
12)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00

## PRIORITY AREA 4, 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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
CSIP Progress Monitoring Cycle 1: <a href="#">CSIP Monitoring Cycle</a>				
CSIP Progress Monitoring Cycle 2: <a href="#">CSIP Monitoring Cycle</a>				
CSIP Progress Monitoring Cycle 3: <a href="#">CSIP Monitoring Cycle</a>				