

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).

Priority Area 2	Mathematics
SMART Goal with Performance Measures <small> Student-Focused, Monitored, Aligned/Actionable, Results-Oriented, Time bound</small>	Eighty percent of the students scoring in the combined categories of average, high average based on the Spring MAP assessment in mathematics for each domain.
DCSD Strategic Plan Goal	DCSD 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 the Math Workshop with fidelity</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
1) Collaborate with teachers to demonstrate a clear, consistent, and shared understanding of what students are expected to know, do, and understand (CUD)	Riley, Academic		\$0.00
2) Build and implement schedule to reflect the development of mathematical fluency	Dennis, AP		\$0.00
3) Plan a schedule for working with small groups and organized materials for mathematical centers to operate independently.			\$0.00
4) Teachers will fully implement Math Workshop model.			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$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 & 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
10) Implementation of the Math Workshop: Math Teachers/August-May	Bayley, Teacher		\$3,150.00
11) Implementation of State Frameworks: Math Teachers/August-May	Riley, Academic		\$3,150.00
12) Purchase Mathematical Strategies Resource	Smikle, Principal		\$4,000.00

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 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
13) Math Literacy Night	Riley, Academic		\$450.00
14) Curriculum expectations based on grade level standards	Riley, Academic		\$450.00
15)			\$0.00

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IMPROVEMENT STRATEGY #2

<i>Implementation of TenMarks</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
1) Implement TenMark to provide practice with mathematical fluency and concept comprehension.	Riley, Academic Coach	Contracted Services	\$16,695.18
2) Explicit math vocabulary & language instruction	Riley, Academic Coach		\$3,200.00
3) Develop rotational schedule during mathematical center rotation to include the usage of TenMarks.			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)	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
10) Implementation training for TenMarks; K-5 teachers/EIP teachers/Computer Teacher/September-May	Bayley, Teacher		\$4,200.00
11) Development of small math group instruction.			\$0.00
12)			\$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 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
13) Professional learning for parents to understand how reports and progress can be viewed at home and how to have students complete	Bayley, Teacher		\$820.00
14) Provide stakeholders with information and opportunities to give input, feedback, and request resources to assist their children at home	Smikle, Principal		\$0.00
15)			\$0.00

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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
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & 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
10)			\$0.00
11)			\$0.00
12)			\$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 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
13)			\$0.00
14)			\$0.00
15)			\$0.00

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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).*

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

We will determine the effectiveness of the strategies based on student outcomes on common assessments, district benchmark data, performance task, and summative data. The expectation with the local school common assessment data will show classes have met the "Magic Number." The expectation with district benchmark data is to have an eighty percent passing rate. MAPS data will be used as summative data to determine the growth and progress of the numbers of student in the average, high average, and high categories.

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

The data that will be used to determine whether the improvement strategies were deployed with fidelity includes peer monitoring, focus walks, observations, and task/action step within Indistar. Each form of feedback will be given orally as well as written with next steps included.

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?

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?