

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).

Priority Area 1	Reading/Social Studies
*SMART Goal with Performance Measures * Student-Focused, Monitored, Aligned/Actionable, Results-Oriented, Time bound	We will improve student mastery of academically rigorous learning standards in ELA with a focus on achievement of all students as measured by: (1) Increasing by 3% the percentage of students scoring proficient or higher on the Georgia Milestones in ELA/Social Studies (5th). (2) Meeting or exceeding the mean expected growth projection for ELA/Reading RIT(K-5) and social studies (3-5) scores on MAP assessments; (3) 80% of all grade levels K-5 to score 80% or higher on Interim Assessments by the end of each unit in reading and social studies meeting the targeted "Magic Number."
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

Balanced Literacy Program	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) Teachers will use SRA results to create small groups for guided reading session to address and improve reading comprehension and fluency to provide differentiated learning opportunities for all students.	Teachers		\$0.00
2) The literacy coach will establish Reader's Workshop structure during the "First 18 Days" of instruction to provide implementation structure during the balanced literacy program for teachers to ensure fidelity of implementation.	Williams, Lit. Coach		\$0.00
3) The literacy coach will provide leveled-text for teachers to use during guided reading conferences to improve and monitor comprehension and fluency to support differentiated lessons during the balanced literacy program.	Williams, Lit. Coach		\$3,000.00
4) The literacy coach and instructional support specialist will establish I-Ready instructional materials for the common task for reading/social studies to provide guided practice based on reading standards (literary and informational).	Williams, Lit. Coach		\$0.00
5) The literacy coach and instructional support specialist will integrate social studies/reading comprehension consumables: DBQ to maximize the instructional time during reading and social studies.	Chavis, ISS		\$3,000.00
6) The targeted students will use Scholastic News/Story Works to provide enrichment to students reading and comprehending at or above grade level lexile.	L. Shelton		\$1,000.00
7) The gifted liaison, instructional support coach, and classroom teacher will utilize social studies consumables text and teacher resources to remediate and enrich the balanced literacy program.	Chavis, ISS L. Shelton Teachers		\$3,000.00
8) The literacy coach will provide leveled-texts for students to use during the work period to improve and monitor independent reading levels, comprehension, and fluency to complement independent reading activities during the balanced literacy program.	Williams, Lit. Coach		\$0.00
9) The teacher-librarian will create a schedule whereby students complete Accelerated Reader assessments based on books that are within their independent reading level as determined by SRA and/or MAP lexile data.	Teacher-Librarian		\$0.00
10) The literacy coach will create common (interim) assessments based on the standards being implemented using the Illuminate platform to monitor the impact of teaching/learning before and after each unit.	Williams, Lit. Coach		\$0.00
11) Teachers will utilize instructional supplies and materials to provide artifacts of implementation of the balanced literacy program (i.e., student work samples) as evidence of daily instructional outcomes during the opening, work period, and closing within the balanced literacy program.	Teachers		\$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 & 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) The literacy coach will model Readers' Workshop structure for teachers to provide cohesiveness to the implementation of the balanced literacy program - (August to October). To support students during professional learning activities, substitutes will be allotted. (August-May)	Williams, Lit. Coach	Teachers and Admin	\$1,700.00
13) The literacy coach will model guided reading program for teachers based on Fountas & Pinnel research-based strategies to ensure fidelity with implementation of the balanced literacy program-(August to October).	Williams, Lit. Coach	Teachers	\$1,200.00
14) The literacy coach will train teachers to implement SRA, how to monitor, adjust guided reading groups to address the lexile levels of the students, and to instruct students on their instructional and independent reading levels-(August to May).	Williams, Lit. Coach	Teachers	\$1,200.00
15) The literacy coach will model the implementation of the "Traffic Light" strategy for teachers to improve the quality of students' written responses within the balanced literacy program.-(August-December)	Williams, Lit. Coach	Teachers	\$1,200.00
16) The teacher-librarian will model how to implement the Accelerated Reader program with the classrooms using the chromebook/i-pad/i-pad mini technology to improve reading comprehension. (September)	Teacher-Librarian	Teachers	\$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 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
17) The literacy coach will plan and implement parent/family workshop to provide Title I resources to support parents in reading and understanding lexiles within the balanced literacy program: (September & January)	Williams, Lit. Coach		\$580.00
18) The literacy coach will plan and implement parent/family workshop to provide guidance on how to read and understand Reading SRA and MAP reading results: (September & January)	Williams, Lit. Coach		\$0.00
19) The literacy coach will plan and implement parent/family workshop "Literacy Night" to have parents experience the workshop model within the balanced literacy program. (September & January)	Williams, Lit. Coach		\$580.00
20) The teacher-librarian will model how the Accelerated Reader program is utilized to assess the comprehension of independent reading leveled-texts and how parents/families can access at home. (October)	Teacher-Librarian		\$0.00
21)			\$0.00

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

IMPROVEMENT STRATEGY #2

<i>Implementation of Leveled Literacy Intervention</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) The literacy coach and teachers will identify the lowest 25-40% of students below grade level lexiles to assign to in-school, afterschool, and/or during school tutorials programs to provide remediation through tiered activities to address academic challenges in reading (comprehension and fluency) .	Williams, Lit. Coach	Teachers	\$0.00
2) The literacy coach will inventory and assign leveled-kits and supplies to maintain resources for teachers to use during the work period of the balanced literacy instructional block.	Williams, Lit. Coach	Teachers	\$0.00
3) The assistant principal and EIP teachers will create an intervention schedule for EIP teacher and paraprofessional support to improve the independent reading levels of low performing students within the balanced literacy program.	Dennis, AP	EIP Teachers and Paraprofessionals	\$0.00
4) Teachers and students will utilize supplies and materials to provide artifacts of implementation and student work samples as evidence of tiered instructional practices during the intervention block within the balanced literacy program.	Teachers		\$500.00
5) The literacy coach will provide schedules and transportation rosters to ensure students are transported from afterschool tutorials.	Williams, Lit. Coach	EIP Teachers	\$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	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
<i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.			
12) The literacy coach will train EIP teachers and paraprofessionals for implementation of LLI to ensure quality implementation of the program: (July - September)	Williams, Lit. Coach	EIP Teachers and Paras	\$1,000.00
13) The literacy coach will model LLI based on Fountas & Pinnel research-based strategies within the Readers' Workshop Model to address the needs of low performing students: (July-September)	Williams, Lit. Coach	EIP Teachers and Paras	\$500.00
14) The literacy coach will monitor the implementation of LLI to determine the effectiveness of the program. Program effectiveness will be determined by improved lexile scores based on SRA assessment results. (October-May)	Williams, Lit. Coach	EIP Teachers and Paras	\$0.00
15) To support students during professional learning activities, substitutes will be allotted, so that teachers can review, reflect, and refine instructional practices. (August-May)	Williams, Lit. Coach	Teachers and Admin	\$0.00
16)			\$0.00

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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) The literacy coach will conduct parent/family workshop to support parents'/families of targeted students in the understanding of curriculum expectations of lexiles by grade level: (September & January).	Williams, Lit. Coach	Teachers	\$140.00
18) The literacy coach will conduct parent/family workshops to support parents' understanding of lexile scores, how to improve reading lexile learning targets of their students, and how to select books for their children to improve reading: (August & January).	Williams, Lit. Coach	Teachers	\$0.00
19) The counselor will counsel and support parent/families to ensure targeted students attend the tutorials, summer academic programs, and transition programs. (October-April)	Counselor	Teachers	\$0.00
20)			\$0.00
21)			\$0.00

IMPROVEMENT STRATEGY #3

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
<i>Foundational Skills Programs: Open Court Phonics (K-2) & Wordly Wise Vocabulary (3-5)</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
1) The literacy coach will provide support to K-2 grade teachers with Open Court phonics kits: Open Court Phonics- K-2 to support reading fluency within the balanced literacy program.	Williams, Lit. Coach	Teachers	\$1,000.00
2) The literacy coach will provide teachers with expectations for teachers' guides and supplemental materials to improve instructional practices within the balanced literacy program.	Williams, Lit. Coach	Teachers	\$1,000.00
3) The literacy coach will provide implementation expectations for Wordly Wise consumables- 3-5th to improve academic vocabulary within the balanced literacy program.	Williams, Lit. Coach	Teachers	\$3,000.00
4) The literacy coach and teachers will identify criteria for identifying targeted students for tutorial support using SRA and MAP data sets. Transportation will be provided.	Williams, Lit. Coach	Teachers	\$1,000.00
5) Teachers will utilize supplies and materials to provide artifacts of implementation (i.e, student work samples) as evidence of phonics and vocabulary within the balanced literacy program.	Williams, Lit. Coach	Teachers Students	\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00

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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
12) The literacy coach will train the teachers for implementation of Open Court for teachers K-2 to ensure quality of implementation during the balanced literacy program: (August).	Williams, Lit. Coach	Teachers	\$400.00
13) The literacy coach will train the teachers for implementation of Wordly Wise Vocabulary during Readers' Workshop to increase reading fluency during the balanced literacy program: (August).	Williams, Lit. Coach	Teachers	\$400.00
14) The literacy coach will monitor the implementation of Open Court to ensure fidelity of implementation: (August -May).	Williams, Lit. Coach	Teachers	\$0.00
15) To support students during professional learning activities, substitutes will be allotted, so that teachers can review, reflect, and refine instructional practices: (August-May).	Williams, Lit. Coach	Teachers and Admin	\$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.		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
17) The assistant principal will engage parents in curriculum expectations to share expectations for reading and social studies: (September & December)	Dennis, AP		\$340.00
18) The literacy coach will model for parents/families the implementation of Open Court during the balanced literacy program during Literacy Night: (October & February).	Williams, Lit. Coach		\$0.00
19) The counselor will counsel and support parent/families to ensure targeted students attend the tutorials, summer academic programs, and transition programs. (October-April)	Counselor		\$0.00
20)			\$0.00
21)			\$7,140.00

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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 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.)

Formative Assessments: SRA, MAP, Accelerated Reader and Edulastic (common assessments tool).

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 are deployed with fidelity are focus walks, the coaching cycle, and peer observation which include, but are not limited to video tapings, conferences, and team collaboration.

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?