

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. List the data used to identify valid needs for improvement (demographics, student learning, process, perception).

The school improvement team analyzed available from MAP, Milestones, and the CCRPI reports for the past three years. The staff also looked at Advanced Ed survey results from staff, students, and parents. The team members also completed a reflection as a part of the CIP preparation.

2. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths? Provide a narrative, identifying trends over the past three year, and tell your school's story (no charts and graphs).

Science is an area of strength for the school as over 80% of our students scored developing learner or above. As a school we had the most growth in science and the CCRPI performance flags were all yellow or green. Math was an area of growth although there is still room for growth. We increased the percentage of students in proficient and distinguished learner from 43% in 2015 to 49% in 2016. The school as a whole is performing above the state and district in all content areas including our economically disadvantaged students. Our girls seem to be outperforming our boys. (ELA: 83% vs 75%, Math 82% vs 80%, Science 82% vs 79% and SS 80% vs 74% in developing, proficient, or distinguished learner.) Our students with disabilities showed improvements in math from 66% being in beginning versus 38% in beginning on milestones. Our staff survey shows that we do a job protecting instruction time (88% agree or strongly agree), looking at data (88% agree or strongly agree), and providing collaborative learning opportunities for students (90% agree or strongly agree), .

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

3. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement? Based on the analysis, provide a narrative that describes the trend data as the rationale for identification of the gaps or opportunities for improvement (no charts or graphs).

As a school we need to continue to work on social studies, English Language Arts, and Math. Our Hispanic students are lagging behind our other demographic groups as well as our students with disabilities. There was also little change in our performance flags from the 2014-2015 school year to the 2015-2016 school year. Our black students actual regressed in English Language Arts. Our hispanic students regressed in Math.

4. What data are missing, and how will you go about collecting this information for future use?

The data could be supplemented with trend data with the MAP assessment. Moving from STAR to MAP did not allow for this type of growth comparative for K-2 students.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

From the data analysis, what are the school's priority areas?

Priority Area 1:

English Language Arts

Priority Area 2:

Math

Priority Area 3:

Attendance rate

Priority Area 4:

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	English Language Arts
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	
DCSD Strategic Plan Goal	DCSD Goal Area 1: Student Success with Equity and Access

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

IMPROVEMENT STRATEGY #1

<i>Adopt and implement a Phonics and Phonological Awareness program in K-2 and for struggling readers in 3-5</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) Identify program(s) with consultation with DCSD content coordinator for ELA	Curriculum Team		#REF!
2) Purchase program(s)	Curriculum Team		#REF!
3) Train teachers and paras	Coaches		#REF!
4) Incorporate into instructional expectations for the literacy block & morning intervention school-wide	Coaches/Teachers		#REF!
5) Monitor implementation & provide support to struggling teachers with coaching cycle	Admin/Coaches		#REF!
6) Provide continued support on what should be going on in other small groups during the teacher's guided reading group	Admin/Coaches		#REF!
7)			#REF!
8)			#REF!
9)			#REF!
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & 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) Training for teachers on new Phonics/Phonemic Awareness Program whole group afterschool on the program	Coaches		#REF!
11) Provide differentiated support to teachers via our school academies on Wednesday afternoons	Coaches/Teachers		#REF!
12) Use collaborative planning sessions to provide additional support to grades throughout the year	Coaches		#REF!

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding 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
13) Parent Night with make and take/PL about how to work with your child at home on Phonics/PA at least one per semester	Teachers		#REF!
14) Create video(s) about how to work with your child at home and post to school website	Teachers/Media Sp.		#REF!
15)			#REF!

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

IMPROVEMENT STRATEGY #2

<i>Strengthen the literacy block expectations and components in the classroom</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) Retrain teachers on guided reading	Coach		#REF!
2) Become more explicit with the organization and components of the small group instructional period of the literacy block	Admin/Coaches		#REF!
3) Provide additional support and training for teachers with gifted students to ensure they are receiving proper differentiation	Coach/Gifted		#REF!
4) Develop K-5 common language for use during ELA block	Teachers		#REF!
5) Develop Model Classrooms at each grade level for the ELA block	Coach/Teacher		#REF!
6)			#REF!
7)			#REF!
8)			#REF!
9)			#REF!
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<i>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</i>	Person/Position Responsible	Other (Optional, for school use)	Title I
10) Guided Reading	Coach		#REF!
11) CoTeaching Training	Sped/GLRS/ESOL		#REF!
12) Increase number of teachers with SIOP training	ESOL/Admin		#REF!
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
<i>Identify parent/family engagement activities, providers, and the dates activities will begin and end.</i>	Person/Position Responsible	Other (Optional, for school use)	Title I
13) Parent Night with make and take/PL about how to work with your child at home on reading skills	Teachers		#REF!
14) Provide access to books for those families without access to online tools provided by the school	Teachers/Admin		#REF!
15)			#REF!

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

IMPROVEMENT STRATEGY #3

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

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

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

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

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

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?

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	Math
*SMART Goal with Performance Measures * Student-Focused, Monitored, Aligned/Actionable, Results-Oriented, Time bound	By the end of this school year, we will improve student mastery of academically rigorous learning standards in Math as measured by: 1) Increase by 2% of students achieving proficient or higher on Math Georgia Milestones End of Grade Assessment, 2) Meeting the subgroup performance target for Hispanic students on the Milestones assessment 3) meeting or exceeding the mean expected growth projection for Reading RIT scores on MAP 4) Increase the percent of English Learners with positive movement from one performance band to a higher performance band as measured by the ACCESS.
DCSD Strategic Plan Goal	DCSD Goal Area 1: Student Success with Equity and Access

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

IMPROVEMENT STRATEGY #1

<i>Identify, purchase, and implement a diagnostic math assessment K-5.</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) Identify program(s) with collaboration with the district math coordinator that supplements MAP	Curriculum Team		#REF!
2) Purchase program(s)	Curriculum Team		#REF!
3) Train teachers and paras	Coaches		#REF!
4) Incorporate into instructional expectations for the math block	Coaches/Teachers		#REF!
5) Monitor implementation and use of data to inform instruction	Admin/Coaches		#REF!
6)			#REF!
7)			#REF!
8)			#REF!
9)			#REF!
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) Train teachers on the administration of the tool	Coaches		#REF!
11) Train teachers on how to read and use data	Coaches		#REF!
12) Provide ongoing support during collaborative planning and school academies.			#REF!

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) Host parent nights on how to support students with math at home & how to read test results	Teachers		#REF!
14) Develop parent information videos related to math support for school website	Teachers/Media		#REF!
15) Develop tools related to math assessment results that help parents with understanding test results from MAP and the new test	Admin/Coaches		#REF!

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

IMPROVEMENT STRATEGY #2

<i>Begin implementation of Guided Math</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) Purchase guided math materials for school	Admin		#REF!
2) Train teachers on Guided math	Admin/Coaches		#REF!
3) Incorporate into instructional expectations for the math block	Coaches/Teachers		#REF!
4) Monitor implementation	Admin/Coaches		#REF!
5) Provide continued support on what should be going on in other small groups during the teacher's guided math group	Admin/Coaches		#REF!
6)			#REF!
7)			#REF!
8)			#REF!
9)			#REF!
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & 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) Host parent nights on how to support students with math at home & how to read test results	Teachers		#REF!
11) Develop parent information videos related to math support for school website	Teachers/Media		#REF!
12)			#REF!
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
13)			#REF!
14)			#REF!
15)			#REF!

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

IMPROVEMENT STRATEGY #3

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

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

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

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

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?

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).

Priority Area 3	Attendance rate
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	By the end of this school year, we will improve student student attendance rate as measured by GaDOE and CCRPI reports by reducing the number of students with 6 or more absences by 5% utilizing Infinite Campus and GaDOE portal reports.
DCSD Strategic Plan Goal	DCSD Goal Area V: Organizational Effectiveness and Efficiency

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>Monthly Community Circles to highlight attendance accomplishments along with academic accomplishments.</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 monthly community circle meetings schoolwide. Perfect attendance and class with highest attendance rate will be recognized	Counselors/Admin		#REF!
2) Assign mentors to students with habitual attendance issues a mentor	Counselors		#REF!
3) Use attendance contracts with students with habitual attendance issues and those students on special permission	Counselors/Admin		#REF!
4)			#REF!
5)			#REF!
6)			#REF!
7)			#REF!
8)			#REF!
9)			#REF!
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
			#REF!
			#REF!
			#REF!

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted 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.			
10) Back to school parent letter with attendance expectations	Counselors/Registrar		#REF!
11) Back to school parent meetings with students with habitual attendance issues	Counselors		#REF!
12) Attendance videos for school website	Counselors/Media		#REF!

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

IMPROVEMENT STRATEGY #2

<i>Attendance Calendars/Incentives for students with chronic attendance issues</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) Counselors will reach out to parents of students returning for the 2017-2018 school year that had attendance issues during the 2016-2017 school year.	Counselors		#REF!
2) Students with chronic attendance issues will meet with school counselor to set a weekly or monthly attendance goal.	Counselor		#REF!
3) Counselor will follow-up with students on attendance contracts/plans to chart progress against the goal they set with the student	Counselor		#REF!
4)			#REF!
5)			#REF!
6)			#REF!
7)			#REF!
8)			#REF!
9)			#REF!
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & 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)			#REF!
11)			#REF!
12)			#REF!
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
13)			#REF!
14)			#REF!
15)			#REF!

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

IMPROVEMENT STRATEGY #3

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

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

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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?