

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/Student Achievement
*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 the school year, students will demonstrate improved mastery of Georgia Standards of Excellence in Coordinate Algebra and Analytic Geometry as measured by Georgia Milestone EOC score achievement levels. 1) In Coordinate Algebra, the portion of students scoring at the beginner level will decline 15% while portion of students scoring at the proficient level will grow by 20%. 2) In Analytic Geometry, there will be a reduction of 10% in students scoring at the beginner level and an increase of 5% in students scoring at the proficient level.achievement levels. At least 20% of students will move from beginner to developing or developing to proficient. 3) We will increase the number of students meeting or exceeding the individual mean expected growth projection for Math RIT scores measured by MAP assessments which are administered 3 times per year.
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>Implement DCSD math curriculum</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
			\$0.00
1) Teachers will administer rigorous assessments (common) aligned with GSE. Select and implement FALs. Administer district benchmarks where applicable. Assessments will be aligned with high-stakes tests to drive development of problem solving skills and standard mastery	Administrators, Instructional Support Specialists and Math		\$807.00
2) Teachers will develop and implement instructional activities that improve student engagement and conceptual understanding. Develop pacing guide tailored to the needs of Cedar Grove students. Improved instruction should drive improved mastery and performance on performance measures	Administrators, Instructional Support Specialists and Math		\$350.00
3) Teachers will analyze student work information from diagnostic and formative data. Teachers will participate in data talks and analysis will be used to monitor student progress.	Administrators, Instructional Support Specialists and Math		\$0.00
4) Foundations of Algebra teachers will collaborate with Coordinate Algebra teachers to improve readiness of students. High school teachers will also collaborate with feeder school to promote readiness.	Administrators, Instructional Support Specialists and Math		\$0.00
6) Teachers will conduct after school and Saturday school tutorial to boost content mastery for students exhibiting difficulty.	Administrators, Instructional Support Specialists and Math teachers and district level content coordinators		\$0.00

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7) Students will participate in afterschool and Saturday tutorial as needed to boost content mastery.	Administrators, Instructional Support Specialists and Math teachers		\$0.00
8) Administrative team will monitor student progress through monthly data talks with the math teachers.	Administrators, Instructional Support		\$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) Teachers (including co-teachers) will attend conferences such as GCTM & NCTM. Teachers will redeliver. Registration fees \$1000. At these conferences, teachers will learn instructional strategies and collaborative efforts to support improvement in Coordinate Algebra and Analytic Geometry.	Math teachers		\$4,000.00
11) Select teachers will participate in CAMP III (Collaborative for Advancing Mathematical Proficiency) sponsored by Kennesaw State University. Teachers will redeliver. As part of CAMP, teachers will research and develop STEM strategies and projects to implement in classrooms in order to build deeper student understanding of mathematical standards and how they are applied.	Math teachers		\$500.00
12) Foundations of Algebra teachers will collaborate with Coordinate Algebra teachers at both the high school and feeder middle school to improve readiness of students. High school teachers will collaborate with feeder school to promote readiness. PL: Foundations of Algebra Partnership (11 math teachers x 5 hours x \$35 per hour x 2 Saturdays)	Math teachers		\$1,925.00
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 parental engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
13) Parent liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with math content and to help with their child's transition to the next grade level; transitions will be made available based upon need/request (stakeholder input meetings, annual meeting; Curriculum night, Core content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website.	Parent liaison		\$0.00
14) Parent Liaison will conduct Parent workshops - how to support student growth, Infinite Campus, interpreting EOC/MAP reports	Parent liaison		\$0.00
15) Parent Liaison will conduct March Madness-math workshops with parents in preparation for Ga. Milestones.	Parent liaison		\$0.00

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IMPROVEMENT STRATEGY #2

<i>Technology Integration & Problem-Based Learning</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) Students will utilize gizmos (online simulations) to power inquiry and develop conceptual understanding and mastery of Georgia Standards of Excellence for mathematics. One year subscription September 2017-November 2018 \$6400.	Administrators, Instructional Support Specialists and Math		\$6,400.00
2) Students will utilize chrome books to drive engagement and real-world connections	math teachers		\$0.00
3) Teachers will develop and implement learning activities and projects that incorporate hands-on manipulatives, group problem solving	Math teachers		\$0.00
4) Students will use graphing calculators to explore and build understanding and mastery of Georgia Standards of Excellence for mathematics	Math teachers		\$0.00
5) Teachers will incorporate online learning tools such as Study Island and Khan Academy to formatively assess, remediate student learning. Data will be used to monitor progress on SMART GOALS	Math teachers		\$0.00
6) Teachers will provide and promote tutorials and Saturday school.	Math teachers		\$0.00
7) Administrators will assist in monitoring student progress at monthly data talks.	Administrators, Instructional Support Specialists and Math teachers and district		\$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) Teachers (including co-teachers) will attend conferences such as GCTM & NCTM. Teachers will redeliver conference information. Conference registration fees, travel \$500.00)	Math teachers		\$500.00
11) Select teachers will participate in CAMP III (Collaborative for Advancing Mathematical Proficiency) sponsored by Kennesaw State University. Teachers will redeliver to other math teachers during collaborative planning sessions.	Math teachers		\$0.00
12) Select teachers will attend Metro Resa training (on and off site) for Foundations of Algebra, Coordinate Algebra, and Analytic Geometry and redeliver to all math teachers during collaborative planning sessions.	Math teachers		\$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
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) Provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with math and technology content and to help with their child's transition to the next grade level; translations will be made available based on need/requests (stakeholder input meetings, annual meeting, curriculum night, core content nights, CSIP, compact and policy development, parent/teacher conferences, email, postage mailings and school website)	Parent liaison		\$0.00
14) Parent Liaison will host a parent workshop aimed at informing parents of the technology tools and resources that are available for use at home to assist their child with core academics. PL will also promote afterschool and Saturday tutorial participation on the school website.	Parent liaison		\$0.00
15)			\$0.00

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IMPROVEMENT STRATEGY #3

<i>(PR for entire section)</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

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13)			\$0.00
14)			\$0.00
15)			\$0.00

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?