

District Improvement Plan 2024-2024

Summary Document for Parent & Stakeholder Input

The Georgia Department of Education’s strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia’s Systems of Continuous Improvement focuses on the systems and structures (the “what”) that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



SYSTEMS TO IMPROVE

COHERENT INSTRUCTIONAL SYSTEM- The major system of the complex school organization that articulates and guides the what and how of instruction

PROFFESIONAL CAPACITY-A major system of the complex school organization that develops a quality staff to reduce the variance of quality of instruction throughout the school

SUPPORTIVE LEARNING ENVIRONMENT- A major system of the complex school organization that ensures student’s participation and willingness to expend major effort on classroom learning.

FAMILY & COMMUNITY ENGAGEMENT- A major system of the complex school organization that develops quality links between local school professionals and the parents and community the school is intended to serve.

EFFECTIVE LEADERSHIP- A major system of the complex school organization that sets the direction for the school, ensures that the school’s staff is capable of meeting that direction, and makes sure the organization functions according to its mission.

Through a thorough needs assessment, our district developed the following goals for the 2022-2023 school term. These goals also match our system strategic plan. Each goal has action steps under each system of improvement to ensure the whole school organization is being addressed.

Goal 1: More individualized instruction will be implemented in order to meet the needs of all learners to show at least a 3% increase in the percentage of students earning proficient of higher scores on GMAS for the Spring of 2025.

Equity Gap #1 Student achievement identify subgroups, grade level span and content area(s)

EI-10 Equitable allocation of academic resources to students

Action Step 1: (CIS 3) Teachers will be provided instructional resources and strategies that will focus on student mastery of standards, including technology integration and assessing student needs.

Action Step 2: (CIS 1, 4) MAP data, GMAS scores, formative and summative local assessments will be used to provide individual instruction using a variety of evidenced based strategies.

Action Step 3: (CIS 4) Incorporate a variety of software options to enhance instruction and assessing of students.

Action Step 4: (CIS2) Provide an After School Program or Summer Remediation Program to address deficits identified through MAP assessments and to provide enrichment opportunities for students

Action Step 5: (CIS 1) Teachers and students will have access to services through GA Youth Science and Technology Centers (GYSTC)

Action Step 6: (CIS 4) Provide resources for STEM/STEAM, music, CTAE courses, environmental science, technology, art and physical education. School Connect will be used by our middle and high schools to provide modules to students on Supportive Learning Community, Developing Self-Awareness and Self-Management, Building Relationships and Resolving Conflicts, and Preparing for College and the Workforce. Child Health software will be used to prevent child abuse, neglect, bullying and provide career exploration. All of these efforts are to prepare well-rounded students.

Action Step 7: (SLE 1) To ensure a supportive learning environment by maintaining order and safety for all staff members and students by implementing PBIS, offering resources to address mental and physical needs of all learners, and conduct drug awareness activities will be provided for the students during our Red Ribbon Week.

Action Step 8: (EL 3) Additional teachers will be provided to reduce class size and implement evidence-based strategies.

Action Step 9: (PC 2,4) Continued professional development opportunities for teachers at all grade levels to enhance and improve instruction and unit assessments as well as gifted and reading endorsements.

Action Step 10: (FCE 2,3,4) MAP assessment reports as well as grade reports will be sent home periodically to inform parents of progress

Action Step 11: (FCE 2,3,4) Parent Resource Center available to provide additional support for students and families.

Action Step 12: (SLE 3) Provide technology in classrooms to move to a 1:1 environment needed to support and enhance instruction for all students.

Action Step 13: (PCE 2) Instructional Coaches, Data Coaches, Intervention Specialist, MTSS Paraprofessionals will participate in professional learning in order strengthen their knowledge in order to be more effective in their positions.

Goal 2: Provide at least four individualized evidenced-based professional learning to all staff by the end of the 2024-2025 school term.

Equity Gap #2- Teacher Retention

Equity Interventions: EI-5 Support the retention of effective teachers and effective school leaders.

Action Step 1: (CIS 4) All staff members will participate in at least 2 evidenced-based professional learning opportunities per semester.

Action Step 2: (EL 2, PC 2,4) School and District Leaders will conduct a book study with all staff to improve climate and instruction in our schools and our district, as well as build teacher leaders.

Action Step 3: (EL 2, PC 2, 3, 4) Instructional coaches will be assigned to each school as well as a Literacy Coordinator and Literacy Coach (K-5) ELA Specialist (6-12), and Math Specialist (6-12).

Action Step 4: (FCE 2) Teachers will complete one activity on building their capacity to engage with families from the list of resources provided by GADOE Family-School Partnership Program.

Action Step 5: (SLE 1) Professional Learning on safety and emergency procedures will be conducted at each school.

Action Step 6: (PCE 3) Provide a mentoring program for new building administrators and new teachers.

Action Step 7: (PCE 3) School and District Administrators will participate in workshops to improve school climate and improve effective leadership. School Admin will participate in the GSLA School Leadership Academy.

Goal 3: To address attendance issues and monitor students through MAP, MTSS, and Credit Recovery in order to improve graduation rates by 3% in accordance with the system Strategic Plan.

Action Step 1: (CIS 1-4) Implement an effective MTSS program to address student needs

Action Step 2: (CIS 1-4) Provide Credit Recovery software for students that have the potential to graduate.

Action Step 3: (EL 2 and EL5) Provide MTSS Intervention Specialist in each school.

Action Step 4: (EL 1,2 5) Monitor MAP, Lexile Scores, 9th grade failure reports, Summative and Formative Local Assessment data & GMA results to target students that are at-risk for dropping out of school.

Action Step 5: (EL 1, 4) PBIS implementation, will be used to decrease the number of classroom removals due to behavior.

Action Step 6: (SLE 2, FCE 3,4) Implement Checkmate Pro in all schools to influence attendance habits of families, students and staff.

Action Step 7: (FCE 2,3,4) Teachers will contact parents after a child has 3 unexcused absence.

Action Step 8: (PC 2) Professional Learning opportunities for Data/Attendance Clerks to ensure student information system is being used effectively to optimize scheduling, funding, and attendance protocols.

Goal 4: Support Parent Resource Room and provide meaningful opportunities for parental involvement at all schools to show a 3% increase in the number of offered events.

Action Step 1: (CIS 4) Maintain Parent Resource Room with supplies and provide a part-time manager and student workers to make the room available to parents.

Action Step 2: (EL 2) Administrators will work through their Leadership Team, School Council, Family Connections and PTO to provide parent involvement activities that specifically meet the needs of their school's parents.

Action Step 3: (PC 2) All staff will complete at least one activity to build their capacity to engage with parents and families.

Action Step 4: (FCE 4,5,6) Using email, Emanuel Inspirations, Kinvo, school pointe app, School & Home Connection newsletter and social media to share learning opportunities with parents that would affect their child.

Action Step 5: (SLE 2,3) Annual Title I Parent Meeting and the annual parent survey will be conducted to address effectiveness of practices.