

FY25 Empower Improvement Plan

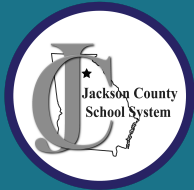
Goal Area I: Student Achievement & Readiness

- Performance Objective A: Increase mastery of standards in all content areas through high quality curriculum, instruction, and assessment
- Performance Objective B: Increase Student Engagement
- Performance Objective C: Increase college, career, and life readiness

Goal: Empower students to engage in a seamless and personalized education by integrating academics with career and technical education along with post-secondary, Dual Enrollment opportunities, and industry credentialing.

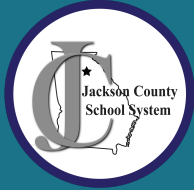
Action Step: Increase pathway completion rate.

Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
CTAE - Perkins CTAE - Local	<ul style="list-style-type: none"> ● Economically Disadvantaged ● Homeless ● English Learners ● Migrant ● Race/Ethnicity/ 	Coherent Instr... ▾	Registration data, advisement	CTAE Director, Teachers, Administration	EOPA data and Pathway completion data



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	<ul style="list-style-type: none"> Minority Student w/ Disabilities Gifted 				
Action Step: Expand industry credentialing opportunities offered to high school students					
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
CTAE - Perkins CTAE - Local	<ul style="list-style-type: none"> Economically Disadvantaged Homeless English Learners Migrant Race/Ethnicity/ Minority Student w/ Disabilities Gifted 	Coherent Instr... ▾	<p>Data from credentialing opportunities</p> <p>Agendas and attendance from professional development</p>	CTAE Director, CEO, Teachers, Administration	<p><u># of Industry Certified Programs</u></p> <p>EOPA Pass Rate</p> <p>Number of Industry Credentials Earned by Graduating Seniors</p>
Action Step: Increase number of courses taken through dual enrollment.					
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
Ga Futures	<ul style="list-style-type: none"> Economically Disadvantaged 	Coherent Instr... ▾	Meeting minutes with UNG and	Administration, College and Career	% of students enrolled in dual

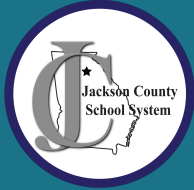


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	<ul style="list-style-type: none"> • Homeless • English Learners • Migrant • Race/Ethnicity/ Minority • Student w/ Disabilities • Gifted 		Lanier Tech Advisement sessions	Counselor, Pathway Teachers	<p>enrollment courses 11-12 grade (district)</p> <p>% students earning credit through dual enrollment (district)</p>
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Action Step: Provide career connections for all students through YouScience, guest speakers, career awareness programs, on-site visits/tours, job-shadowing, clinicals, and/or WBL opportunities.

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
Empower Board CTAE - Local CTAE - Perkins	<ul style="list-style-type: none"> • Economically Disadvantaged • Homeless • English Learners • Migrant • Race/Ethnicity/ Minority • Student w/ Disabilities • Gifted 	Family and Co... ▾	GoogleForm and faculty calendar documenting all guest speakers, field trips, clinicals, and visitors to Empower, Professional development on advisement	Teachers, WBL Coordinator Empower Board of Directors	% of WBL students 11th and 12th grades (district) # of community partners Number of guest speakers Pathway completion data Industry



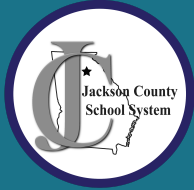
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					credentialing EOPA Pass Rate
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Goal Area I: Student Achievement & Readiness

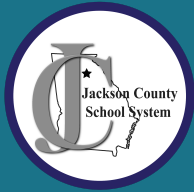
- Performance Objective A: Increase mastery of standards in all content areas through high quality curriculum, instruction, and assessment
- Performance Objective B: Increase Student Engagement
- Performance Objective C: Increase college, career, and life readiness

Goal: Increase graduation rate					
Action Step: Increase enrollment in CTSOs					
Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
CTAE - Perkins CTSO Local Funds	<ul style="list-style-type: none"> ● Economically Disadvantaged ● Homeless 	Supportive Le... ▾	Sign in sheets, participation in CTSO-sponsored	CTSO sponsors CTAE Director	CTSO participation data



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Empower Board	<ul style="list-style-type: none"> English Learners Migrant Race/Ethnicity/Minority Student w/ Disabilities Gifted 		events and competitions, CTSO rosters		
Action Step: Establish a nontraditional school culture and learning environment that is personalized and empowers students to be incubators of innovation.					
Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
Empower Board Local Professional Learning	<ul style="list-style-type: none"> Economically Disadvantaged Homeless English Learners Migrant Race/Ethnicity/Minority Student w/ Disabilities Gifted 	Supportive Le... ▾	Qualitative/observational, Student feedback, teacher feedback	Administration, Teachers	Student survey data Attendance data



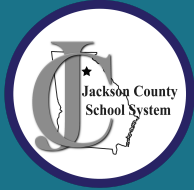
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- Performance Objective A: Increase mastery of standards in all content areas through high quality curriculum, instruction, and assessment
- Performance Objective B: Increase Student Engagement
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Goal: Increase literacy to grade level for high school students across the district

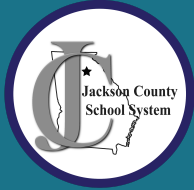
Action Step: Implement a cross-curricular literacy plan

Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
Professional Learning District	<ul style="list-style-type: none"> ● Economically Disadvantaged ● Homeless ● English Learners ● Migrant ● Race/Ethnicity/ Minority ● Student w/ Disabilities ● Gifted 	Professional C... ▾	Professional development agendas, UbD units	Professional learning coordinator, Administration, Teachers	Increased scores on US History and Am Lit EOCs. MAP mean RIT/Students meeting MAP target CTAE Core



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					Indicators
Action Step: Support consistent implementation of MAP performance data (K-12) to monitor student goals and growth at the school and district level.					
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
District	<ul style="list-style-type: none"> ● Economically Disadvantaged ● Homeless ● English Learners ● Migrant ● Race/Ethnicity/ Minority ● Student w/ Disabilities ● Gifted 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family and Community Engagement <input checked="" type="checkbox"/> Effective Leadership 	MAP testing sessions, professional learning,	Teachers	MAP data (growth and achievement)



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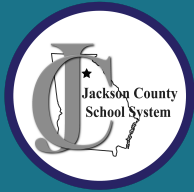
Goal Area II: Organizational and Operational Effectiveness

- Performance Objective A: Implement effective and efficient operational processes
- Performance Objective B: Maintain fiscal responsibility and accountability
- Performance Objective C: Allocate resources to maintain a safe and secure environment for students and staff

Goal: Fully implement all safety and security protocols

Action Step: Continually implement and train teachers on the school safety plan that encompasses new aspects of state law and provide guidance / training on the latest security technology to provide for a safer and more secure learning environment.

Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator #2: of effectiveness (data)
N/A	N/A	<input type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Supportive Learning Environment	Feedback from administrators and staff.	Safety and Security Supervisor, front office staff, administration	Safety drills

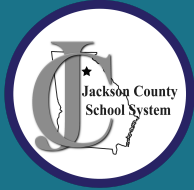


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- Family and Community Engagement
- Effective Leadership

Action Step: Effectively monitor both Raptor and Centegix data

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
N/A	N/A	<ul style="list-style-type: none"> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family and Community Engagement <input type="checkbox"/> Effective Leadership 	Monitor Raptor and Centegix dashboards for usage data.	Safety and Security Supervisor	Safety Audits



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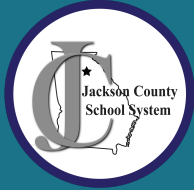
Goal Area III: Quality Workforce and Professional Growth

- Performance Objective A: Recruit highly effective staff for all positions
- Performance Objective B: Retain dedicated, high performing professionals
- Performance Objective C: Increase focus on developing and supporting staff in all positions

Goal: Train and retain high quality instructors

Action Step: Implement classroom management professional development for all teachers

Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
Professional Learning CTAE - Perkins CTAE - Local	<ul style="list-style-type: none"> ● Economically Disadvantaged ● Homeless ● English Learners ● Migrant ● Race/Ethnicity/Minority ● Student w/ 	Professional C... ▾	Professional development agendas, observational/qualitative	Professional learning coordinator, Administration, Teachers	# of classroom behavior referrals



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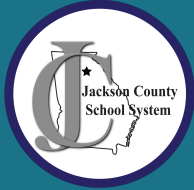
	<ul style="list-style-type: none"> Disabilities • Gifted 				
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Action Step: Implement professional development opportunities for instructors that provide instruction and time for content specific vertical alignment across all disciplines and cross curricular PBL

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
Empower Professional Learning CTAE - Perkins CTAE - Local Empower Board	<ul style="list-style-type: none"> • Economically Disadvantaged • Homeless • English Learners • Migrant • Race/Ethnicity/Minority • Student w/ Disabilities • Gifted 	Professional C... ▾	Survey data, iAttend	Administration, Teachers	Graduation rate, EOPA scores, Pathway Completion

Action Step: Implement a systematic and differentiated induction plan for teachers

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
Professional Learning	<ul style="list-style-type: none"> • Economically Disadvantaged • Homeless 	Professional C... ▾	iAttend, TKES, survey data	Administration, PL team	TKES, iAttend, Retention rates



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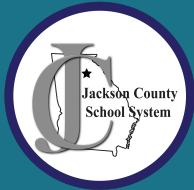
CTAE - Perkins	<ul style="list-style-type: none"> ● English Learners ● Migrant ● Race/Ethnicity/ Minority ● Student w/ Disabilities ● Gifted 				
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Goal Area IV: Family and Community Engagement

- **Performance Objective A: Increase effective family and community engagement**
- **Performance Objective B: Utilize varying methods to increase internal and external communications**
- **Performance Objective C: Build mutually beneficial relationships with all stakeholders**

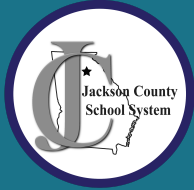
Goal: Increase knowledge of opportunities at Empower and in the community for all students and graduating seniors

Action Step: Provide career connections for all students through: guest speakers, career awareness programs, on-site visits/tours, job shadowing, capstone and/or work based learning opportunities.



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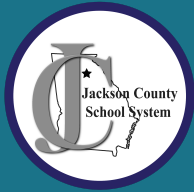
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CTAE - Perkins CTAE - Local Empower Board	<ul style="list-style-type: none"> • Economically Disadvantaged • Homeless • English Learners • Migrant • Race/Ethnicity/ Minority • Student w/ Disabilities • Gifted 	Family and Co... ▾	TravelTracker, Guest speaker form, WBL data	CTAE director, administration, teachers, WBL teachers	# of guest speakers, WBL students, tours/on-site visits
Action Step: Increase family and community partnerships					
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
CTAE - Perkins CTAE - Local Empower Board	<ul style="list-style-type: none"> • Economically Disadvantaged • Homeless • English Learners • Migrant • Race/Ethnicity/ Minority 	Family and Co... ▾	Guest speaker form, WBL data, Parent coffee attendance, track parent/community event participation	CEO/COO, CTAE director, administration, teachers	# of guest speakers, # of WBL, Parent coffee attendance, track parent/community event participation



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	<ul style="list-style-type: none"> • Student w/ Disabilities • Gifted 				
Action Step: Increase CTAE advisory committee participation					
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
CTAE - Perkins CTAE - Local Empower Board	<ul style="list-style-type: none"> • Economically Disadvantaged • Homeless • English Learners • Migrant • Race/Ethnicity/ Minority • Student w/ Disabilities • Gifted 	Family and Co... ▾	Attendance at advisory meetings	CTAE director, WBL teachers, CTAE teachers	# of advisory team members per CTSO

Action Step: Develop a transition plan for students new to Empower					
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
	<ul style="list-style-type: none"> • Economically Disadvantaged 	Supportive Le... ▾	Written plan	All staff	Survey data



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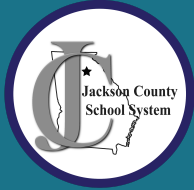
	<ul style="list-style-type: none"> ● Homeless ● English Learners ● Migrant ● Race/Ethnicity/ Minority ● Student w/ Disabilities ● Gifted 				
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Goal Area V: Positive Culture and Climate

- Performance Objective A: Create and maintain a safe, welcoming, inclusive and supportive environment for students, staff, parents, and community.
- Performance Objective B: Promote social and emotional support for JCSS students and staff
- Performance Objective C: Establish and maintain clear and high expectations of excellence for JCSS students and staff.

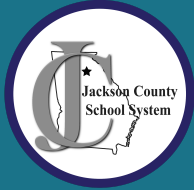
Goal: To reduce the percentage of state-reported behavior incidents by 3% and the percentage of students who have missed 10% of their enrolled days by 3%

Action Step: Establish a nontraditional school culture and learning environment with high expectations (#TheEmpowerWay) where students feel welcome, supported, and included.



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Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
QBE	<ul style="list-style-type: none"> • Economically Disadvantaged • Homeless • English Learners • Migrant • Race/Ethnicity/ Minority • Student w/ Disabilities • Gifted 	Professional C... ▾	Professional development agendas, observational/qualitative, social media	Administration, Teachers	# of classroom behavior referrals Survey data
Action Step: Implement a systematic plan for teachers to call home after three absences					
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
	<ul style="list-style-type: none"> • Economically Disadvantaged • Homeless • English Learners • Migrant • Race/Ethnicity/ Minority • Student w/ 	Family and Co... ▾	PLP/General contact log, Administration will pull phone logs for teachers, Front office will pull weekly attendance reports	Front office, Teachers, Administration, School Counselor	Attendance data



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	<ul style="list-style-type: none">Disabilities• Gifted				
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