

CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

School Name	Martin Luther King Jr High Sch	School Number: 5740
School Address	3991 Snapfinger Road, Lithonia, GA 30038	
Principal	Mr. Michael Alexander	
District Name/State Local Education Agency (LEA) Number	DeKalb County School District (644)	
Date of Initial Local School Council Vote of Approval	17-Jun-24	
Date of Last Review/Update	6/22/2024	
Principal Signature	_____	(Signature On File)
Director of Title I Signature	_____	(Signature On File)

School Vision and Mission Statement
Vision Statement
Working together to cultivate well-rounded leaders who are fully prepared and ready to excel in a global society.
Mission Statement
The mission of Martin Luther King, Jr High School is to prepare students for service, excellence, and learning.

District Strategic Plan Goal Alignment	
Goal Area I: Student Success with Equity and Access	
Goal Area II: School, Family, Community Engagement	
Goal Area III: Recruit, develop, and Retain Talent	
Goal Area IV: Culture and Climate	
Goal Area V: Mental Health and Wellness	
Goal Area VI: Organizational Excellence	
School Improvement Team Membership	Name
Principal	Mr. Michael Alexander
Parent Representative	Ma. Ashley Roe
Mathematics Dept Chair	Dr. Knicki Bowers
Classified Staff Member	Ms. Kelsey Carson
Assistant Principal	Ms. Chulrae Proctor
Mathematics Academic Coach	Ms. Cheryl Ward
Science Academic Coach	Ms. Amaree Magwood
ELA Academic Coach	Mrs. Tiffany Washington
Social Studies Academic Coach	Mr. Jovan Phillip
MTSS Specialist	Mrs. Shawnt'A Franklin-Kelly
PTSA President	Mrs. Elizabeth Marshall
Student Representative	Carlaysia Robertson

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. List the data used to identify valid needs for improvement (Ex. demographics (African American/Black, Hispanic, ELL, Asian, Students with Disabilities & Economically Disadvantaged), student learning (MAP, Georgia GMAS), Non-Cognitive Data (Attendance, Behavioral), perception (Climate Survey)).

For the years, 2021-2024: Milestone Data (Algebra C&C, American Literature, Biology, & U.S. History), MAP Assessments (Winter, Fall, Spring-9th-11th), Weekly/Unit Common Assessments (CFA); Behavior, Demographical, and Attendance Data (Infinite Campus/EduClimer); Georgia Health Survey; District Benchmark Assessments

2. What are the results of your Root Cause Analysis using the Five Whys Protocol?

Problem Statement 1: Students are not meeting the 3% CCRPI achievement goals for Georgia Milestones.

Problem Statement 2: Based CFA data, at least 43% of students struggle with translating mathematical operations involving word problem.

Problem Statement 3: For the 2023-24 SY, 31,000 unexcused tardies and 25% of students have at least 5 or more absences.

Root Cause Analysis Results:

1,2)

Major contributing factors to students underperforming on GMAS include: limited opportunities to engage with grade level resources due to lack of mastery, deficits are not addressed in instructional pacing, pedagogical and content knowledge of instructional teachers are subpar, and math curriculum was redesigned and not ready to roll out by Milestone testing. Additionally, students are scheduled in courses to remain with graduation cohort, even if prerequisite course is failed. 3) There is no clear attendance protocol. Stakeholders are unclear on the start of the instructional day. There are no clear consequences to address tardies and absences. Bus arrival times are inconsistent.

3. 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).

Dr. Martin Luther King, Jr. High School has worked diligently to ensure that we are improving in every area of operation. We are excited that the data trends suggest consistent gains in our core data driving instructional assessments. Specifically, the MAP scores indicate growth from Fall to Spring for 9th grade students. During the 2021-22 SY, in the fall, 90.2% of 9th grade students were below the 65th percentile; however, in the Spring 89.8% were below the 65th percentile. Similar, for the 2022-23 SY, in the fall, 92.4% of the 9th grade students were below the 65th percentile and by Winter, the number decreased to 90.8%. From Winter to Spring for the 2023-24 SY, the lowest percentile decreased from 48% to 38% for 9th grade students and 45% to 41% for 10th grade students. Relatedly, the EOC data shows growth in Biology, US History, and Math between SY21-22 and SY2022-2023. Biology EOC scores increased by 10% from SY 2021-2022 to SY 2022-2023. US History increased 8% from FA22 to FA23. Math (Coordinate Algebra) had an increase of 2% from SY2021-2022 to SY2022-2023. Additionally, for the 2023-24 SY from Winter to Spring the number of students scoring developing and above increased from 44% to 61% in American Literature, 38% to 44% for Biology; and 57% to 62% for U.S. History. Another area of strength includes the 80.06% graduation rate, which increased by 4.68% from SY21-22 to SY22-23. MLK, Jr. HS has been highlighted for distinguished performances in extracurriculars including Band and Track and Field. CTAE and JROTC were recognized for outstanding achievement on industry/culminating projects. Additionally, our school is strengthened by the wrap around services that are

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

available for our stakeholders including, Safe Center, monthly food bank, face advocates. A graduation cohort committee has been established and meets regularly to ensure students take advantage of all tutorial opportunities are being taken advantage of including XLT and Saturday tutorials. Engaging and rigorous instruction was enriched by a visit from DeKalb County Fire and Rescue who collaborated with Physical Science courses and by a visit from Environmental non-profit, Our Climate Our Future, who collaborated with Environmental Science courses. During the 23-24 SY we implemented weekly common assessments for all EOC courses to analyze student outcomes and ensure mastery of standards. This initiative was designed to provide continuous feedback to teachers and provide support for student learning and instructional practices. Biology implemented prep and post assessment for each unit, the data showed that 95% of the students showed growth when comparing the pre and post data assessment

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

4. 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).

The comprehensive needs assessment and data analysis suggest that there are several opportunities to improve our practice. Attendance continues to be an area of concern. During the 2023-2024 SY 25% of students missed five (5) or more days and amassed 31,000 tardies. During the 2021-2022 school year, from August 2021- April 2022, 57% of the students at King High School missed five (5) or more unexcused absences. Additionally, 17% of the students were issued attendance referrals for skipping, tardies, and/or truancy. With 51% of those students being 9th grade students and 80% of those students either 9th or 10th grade students receiving an attendance referral. 2.) We have a high population of students with special needs (18%) IEP's and a population of 100% Economically Disadvantage students. 3.) High course failures in Math; 4.) Low performance on EOC in all content areas; 5.) Low numbers of students who score at Distinguished or higher on the Georgia Milestone Assessment in Coordinate Algebra, Biology, American Literature, and U.S. History. During the fall Map Administration, of the 408 (9th and 10th grade) students, only 92 students score at or above Grade Level, and the Mean RIT Score (202.2 and 205) for Reading. Similar, for the Fall 2021 Map Mathematics Administration, the mean RIT score was between 211 and 216 and only 90 students scored at or above Grade Level. From the 2021-22 to the 2022-23 SY the number of students scoring developing and above decreased for two of the four assessed contents. American Literature decreased from 65% to 56% and U.S. History from 58% to 42% of the students. Coordinate Algebra remained with 33% of the students scoring developing and above on the Georgia Milestone. 6.) During the 2023-2024 SY teachers participated in a close reading PL that was tied to the CSIP, but the initiative was not monitored with fidelity. 7) As part of our commitment to improving student outcomes and ensuring mastery of standards, during the 23-24 school year, we implemented a system of weekly common assessments. In Algebra C&C, these assessments included a combination of current and previous unit standards to facilitate remediation. The Common Assessment Data showed that 65% of students in the year-long Algebra C&C course demonstrated higher mastery on the weekly assessments compared to the semester-long Algebra C&C course.

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

Algebra Concept and Connection Milestone 2023-2024 SY, the projected date for the data to be released is September 2024. Additionally, for 2023-24, Algebra C&C was introduced and replaced Coordinate Algebra beginning Winter 2024. School CFA and Benchmark data was not administered with fidelity, due to district pacing and attendance. Map participation was below the 95% participation goal, and students Additionally, the benchmark data from 2021-2023 has low participation rate,

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

From the data analysis, what are the school's priority areas?
Priority Area 1: Mathematics
Priority Area 2: English Language Arts (ELA)
Priority Area 3: Culture & Climate
Priority Area 4: Graduation Rate

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	Mathematics
*SMARTIE Goal with Performance Measures	By the end of the 2024 - 2025 school year, all 9th (grade) students will show growth in content mastery in Math (subjects) as measured by: (1) meeting the 3% target with an increase from 20.73% to 21.35% for all students in grade 9 achieving developing or higher on the Georgia Milestones End of Grade Assessment in Algebra Concepts & Connections (Math). (2) meeting the 3% target with an increase from 20.73% to 21.35% (Economically Disadvantaged), from Too Few Students to _____ (English Learners), and from 14.55% to 15% (Students with Disability) students in grade 9 achieving developing or higher in Math (content) on the Georgia Milestones End of Grade Assessment. (3) an increase of 5% of students in grades 9 - 12 from 22% to 23% showing growth on the 2025 Spring MAP assessment in comparison to the 2023 - 2024 Winter MAP assessment.
<small>* Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.</small>	
DCSD Strategic Plan Goal	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

<i>Questioning</i>	<i>SYSTEM 1: Standards and Curriculum Implementation</i>		
Action Steps/Tasks to Implement Improvement Strategy (Who, What, When, Where, How, Funding Source)	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) Teacher will engage students in visual literacy and questioning by integrating graphs, charts, and other visual aids into lessons and using DOK 3 and 4 questioning stems to prompt students to analyze, interpret, and draw conclusions from these visuals. to increase Georgia milestones scores by 3%	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team	#REF!
2) Teachers will Implement the use of questioning stems tailored to Depth of Knowledge (DOK) Levels 3 and 4 to enhance student comprehension and critical thinking skills to support content mastery on the Georgia Milestone EOC and increase by 3%	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team	#REF!
Teacher will align assessments with higher-order questioning strategies to ensure that students are being evaluated on their ability to think critically and engage in higher order thinking skill	<i>SYSTEM 2: Effective Use of Data</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team	#REF!

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

4) Teachers will utilize interactive notebooks to encourage visual literacy strategies when problem solving at least twice a week or remediate/reinforce strategies and increase content mastery by 3%	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
5) Using an interdisciplinary approach, teachers will assign students monthly practice for extended learning time using an online platform (Illuminate, Progress Learning, Edugeunity) to analyze data to create closing activities to conclude the week to increase the number of students scoring developing and above on the Georgia Milestones Assessment by 3%. Teachers will submit an data summary of student performance the last Friday of each month.	<i>SYSTEM 2: Effective Use of Data</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
6) Weekly, the instructional team will engage in school-wide learning walks with a focus on evidence of teacher implementation of DOK	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>			#REF!
7) Using an interdisciplinary approach, teachers will provide instruction for students in Math, ELA, Science, Social Studies for Credit Recovery using an interdisciplinary approaches for students needing to recover carnigie units toward graduation.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
8) Twice a semester (November/March) Station Teaching Instructional Strategies will be implemented every Thursday to support differentiated instruction in content areas to engage and support student content mastery.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
9) Weekly, Mathematics Teachers will use the Do-Now to introduce Collegiate level questions in relation to the current Georgia's standard(s), to provide real-world connections, increase DOK 3 and 4 questioning, and increase the number of students scoring developing or above on the Algebra C&C Georgia Milestone.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
10) Teachers will use the Diagnostic Assessment for each course at the beginning and conclusion of the semester, to identify and reteach prerequisite skills to increase the number of students scoring developing or above on the Georgia Milestones Algebra: Concepts and Connectons Assessment by 3%	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
11)	<i>Six Systems - Select 1</i>	Teachers, Department Chairperson, Academic Coaches,		#REF!

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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) During weekly Professional Learning and Common Planning Meetings, Academic Coaches and the Administrative Team will provide teachers with Professional Learning on how to implement instructional strategies with fidelity to increase student mastery on the Georgia Milestone EOC Assessment by 3%.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
13) ASCD Conference 2025 June 29- July2 (San Antonio, TX) -ASCD empowers educators to achieve excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged. Redelivery will be provided during pre-planning as well as though Wednesday Professional Learning session for core content areas.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
14) National Council of Teachers of Mathematics (NCTM) 2024 Annual Meeting & Exposition in Chicago September 25 - 28, 2024. NCTM conferece is to provide a platform for educators to come together to discuss and share best practices research findings, and innovations in mathematics education. Redelivery will be provided during pre-planning as well as though Wednesday Professional Learning session for core content areas.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
15) Georgia Council of Teacher of Mathematics (GCTM) October 16 - 18, 2024. GCTM conference will encourage an active interest in mathematics and act as an advocate for the improvement of mathematics education at all levels. Redelivery will be provided during pre-planning as well as though Wednesday Professional Learning session for core content areas.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
16)	<i>Six Systems - Select 1</i>			#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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) The Parent Engagement Team (August 2024- May 2025) will provide stakeholder information and opportunities to give input feedback and request resources to assist their children at home with math (numeracy skills) content and to help with their child's transition to the next grade level; translations will be made available based on need/request (stakeholder input meetings, annual meetings. Curriculum Night, core content night, CSIP, Compact and Policy development, parent/teacher conferences, email, website, and calling posts).	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!

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

18) The Parent Engagement Team & Leadership team will host a back to school rally (July 2024-August 2025) to give students free school supplies, introduce standards and implementation practices, content/department requirements for student success, give information about upcoming parent events, and meet and greet faculty and staff.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
19)				#REF!
20)				#REF!
21)				#REF!

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

IMPROVEMENT STRATEGY #2

Problem Based Learning

SYSTEM 1: Standards and Curriculum Implementation

Action Steps/Tasks to Implement Improvement Strategy

Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Funding Budgeted to Support Action Step
Person/Position Responsible	Other (Optional, for school use) Donation, After School, Foundations)

1) Using a STEAM approach, each Semester, Teachers will provide students opportunities to engage in developing 3-D mathematical models to increase the number of students scoring developing and above on the Algebra Concepts & Connections Assessment by 3%.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team	#REF!
2) Using an interdisciplinary approach, teachers will assign students monthly practice for extended learning time using an online platform (Illuminate, Edugeunity) to analyze data to create closing activities to conclude the week to increase the number of students scoring developing and above on the Georgia Milestones Assessment by 3%. Teachers will submit an data summary of student performance the last Friday of each month.	<i>SYSTEM 2: Effective Use of Data</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team	#REF!
3) In the Spring semester of 9th grade, with the counselors, students will complete Strengths Explorer Assessment to find strengths in post-secondary careers, pathway, or military options to assist students with discovering post-secondary options.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team	#REF!
4) Teachers will incorporate the 5E Instructional Model while implementing the GaDoe K-12 Mathematics Standards, using mathematical modeling and mathematical practices, to increase the number of students scoring developing and above on the Georgia Milestones Assessment by 3%. During collaborative planning, the Academic Coaches and Teachers will design lessons to improve mastery of standards.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team	#REF!
5) Teachers will use Tiering/Differentiated Instruction activities at the beginning of each Algebra Concepts and Connections Instructional Unit to reteach prerequisite skills using the Pre/PostAssessment data, to increase the number of students scoring developing and above on the Georgia Milestones Assessment by 3%.	<i>SYSTEM 2: Effective Use of Data</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team	#REF!
			#REF!

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

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				#REF!
				#REF!
				#REF!
				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) Teachers during their planning, will receive professional development during Professional Learning Wednesdays regarding how to successfully implement Project-Based Learning and developing projects within their respective courses increasing critical thinking and risk taking skills to decrease the number of beginning learners on the GA Milestone assessment by 5% each year	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
13) Teachers will participate in Professional Learning Wednesdays by Administrative Team and/or Academic Coach, regarding using rubrics and constructive feedback (linked to resources) for Project-Based Learning Projects with their respective courses to decrease the number of beginning learners on the GA Milestone assessment by 3% each year.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
14) NSTA National Conference in Philadelphia (March 26-29,) learn new Science literacy and education to enabling us to make informed decisions about the collective challenges 21st century learners . Redelivery will be provided during pre-planning as well as though Wednesday Professional Learning session for core content areas.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
16) During weekly Professional Learning and Common Planning Meetings, Academic Coaches and the Administrative Team will provide teachers with Professional Learning on how to implement instructional strategies with fidelity to increase student mastery on the Georgia Milestone EOC Assessment by 3%.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
	<i>Six Systems - Select 1</i>			#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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) The Parent Engagement Team will provide Stakeholders learning opportunities during September and January to understand the online platforms purchased (IXL, Progress Learning, etc.) to support students with numeracy skills to increase the number of students scoring developing and above on the Algebra C&C GA milestone.	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
18) Parent Engagement Team provide workshops to parents via Parent Universities regarding the use of online platforms in order to assist students at home. - September 2024/ February 2025. Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, calling post, website will also serve as resources of information for parents. Translations of all documents are available	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
19)				#REF!
20)				#REF!
21)				#REF!
IMPROVEMENT STRATEGY #3				
		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			#REF!
2)				#REF!
3)				#REF!
4)				#REF!
5)				#REF!

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

6)				#REF!
7)				#REF!
8)				#REF!
9)				#REF!
10)				#REF!
11)				#REF!

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.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	Six Systems - Select 1			#REF!
13)				#REF!
14)				#REF!
15)				#REF!
16)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			#REF!
18)				#REF!
19)				#REF!
20)				#REF!
21)				#REF!

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

<i>CSIP Progress Monitoring Cycle 1:</i>	<u>CSIP Monitoring Cycle</u>
<i>CSIP Progress Monitoring Cycle 2:</i>	<u>CSIP Monitoring Cycle</u>
<i>CSIP Progress Monitoring Cycle 3:</i>	<u>CSIP Monitoring Cycle</u>

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	English Language Arts (ELA)
*SMARTIE Goal with Performance Measures * Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.	By the end of the 2024 - 2025 school year, all 11th grade students will show growth in content mastery in ELA as measured by: meeting the 3% target with an increase from 35.5 % to 38.5% for all students in grades 11 achieving developing or higher on the Georgia Milestones End of Grade Assessment in ELA. (2) meeting the 3% target with a decrease from 82.61% to 79.61 % (SWD) scoring beginning, from 42.11% to 39.11% (Economically Disadvantaged) scoring beginning in ELA on the Georgia Milestones End of Grade Assessment. (3) an increase of 3% of students in grades 9-11 from 24% to 27% (Reading), 30% to 33% (Language Arts) showing growth on the 2025 Spring MAP assessment in comparison to the 2023 - 2024 Winter MAP assessment.
DCSD Strategic Plan Goal	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

<i>Close Reading</i>		<i>SYSTEM 1: Standards and Curriculum Implementation</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) Using an interdisciplinary approach, monthly, students will practice reading strategies using regular instructional time, to scaffold annotation of written texts (NewsELA), to increase engagement with grade level texts, to increase the number of students scoring developing or above on the Georgia Milestones American Literature End of Course Assessment by 3%.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
2) Teachers will use the Diagnostic Assessment for each English courses at the beginning of the semester to identify and reteach prerequisite skills to increase the number of students scoring developing or above on the Georgia Milestones American Literature Assessment by 3%.	<i>SYSTEM 2: Effective Use of Data</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
3) Using an interdisciplinary approach daily, teachers will implement the Five (5)E Model (Engage, Explore, Explain, Extend, Evaluate) in order to positively impact the implementation of Close Reading strategies to increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
4) Using an interdisciplinary approach, Teachers and the Academic Leadership Team will use formative (ie. Exit Tickets, Opening Assignments, Quizzes) and summative assessment (Bechmarks, MAP, EOC) data to tier students and identify domain strengths/challenges in order to increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	<i>SYSTEM 2: Effective Use of Data</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
5) Academic Leadership Team and Teachers will set instructional goals with our teachers based on the student population and monitor the data via Collaborative planning meetings to ensure that the students are making adequate progress in order to increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!

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

6) During November/March Station Teaching Instructional Strategies will be implemented every Thursday to support differentiated instruction in content areas to engage and support student content mastery. Collaborative planning will be used to provide strategies and resources to teachers	SYSTEM 1: <i>Standards and Curriculum Implementation</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
7)				#REF!
8)				#REF!
9)				#REF!
10)				#REF!
11)				#REF!

PRIORITY AREA 2, 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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) Administration, Academic Coaches and Department Chairperson will provide teachers with Professional Learning Wednesdays and Collaborative Planning Meetings on how to successfully implement Close Reading strategies to include vocabulary acquisition, annotation, lesson development, assessments tools, student engagement, etc) to increase effective implantation of interdisciplinary literacy strategies and increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	SYSTEM 6: <i>Instructional Feedback and Professional Learning</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
13) Academic Coaches, Department Chairperson, and Teacher Leaders will provide Professional Learning and teacher support for implementation of the Article of the Month Scaffolded Annotation Strategy in order to positively impact close reading and to increase student scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	SYSTEM 2: <i>Effective Use of Data</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
15) Twice each semesters, "Super Saturdays" will hosting challenging teachers with CSIP strategies implementing for Professional Learning and developing instructional resources to increase student success and content mastery by 3%	SYSTEM 4: <i>Progress Monitoring and Analysis of Student Work</i>	Teachers, Department Chairperson, Academic Coaches, Administrative Team		#REF!
				#REF!
16)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) During Fall semester, ELA Academic Coach, Department Chairperson and Teacher Leaders will provide RAP (Reading with a Parent) workshops during day and evening hours to reinforce effective use of close reading strategies at home in order to increase the number of students scoring developing or above on the GA Milestone End of Course Assessment by 3%.	SYSTEM 3: <i>Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teachers, Department Head, Academic Coaches, Administrative Team		#REF!
18) During the November/March, EOC courses will host a parent night to provide resources for parents to gain an understanding of testing requirements. Additionally, Teachers will provide parents with study materials/strategies to support students at home, in order to increase the number of students scoring developing or above on the GA Milestone End of Course Assessment by 3%.	SYSTEM 3: <i>Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teacher Leaders, Academic Coach, Department Chairperson		#REF!
19) During the Fall/Spring semester, communication will be sent to parents about instructional updates and programs for students and parents, to provide opportunities for parental engagement and increase the number of students scoring developing or above on the GA Milestone End of Course Assessment by 3%	SYSTEM 3: <i>Collaboration Planning and Instructional Practices for Deeper Learning</i>	Teacher Leaders, Academic Coach, Department Chairperson		#REF!
20)				#REF!

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

21)				#REF!
IMPROVEMENT STRATEGY #2				
<i>Interdisciplinary Literacy</i>		<i>SYSTEM 1: Standards and Curriculum Implementation</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) Teachers will tier researched based strategies into nine-week cycles that include summarization, vocabulary acquisition, and grammar and mechanics to support disciplinary literacy to increase the number of students scoring developing or above by 3%	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Academic Coaches, Department Chairperson, Teacher Leaders		#REF!
2) Teachers will use the Diagnostic Assessment for each course at the beginning and conclusion of the semester, to identify and reteach prerequisite skills to increase the number of students scoring developing or above on the Georgia Milestones American Literature Assessment by 3%	<i>SYSTEM 2: Effective Use of Data</i>	Academic Coaches, Department Chairperson, Teacher Leaders		#REF!
3) Using an interdisciplinary approach, teachers will use the statewide rubrics to assess and monitor student writing pieces for each unit to increase the number of students scoring developing or above on the written responses of the GA Milestone End of Course Assessment by 3%.	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Academic Coaches, Department Chairperson, Teacher Leaders		#REF!
4) Weekly, the Academic Leadership Team will monitor the implementation of disciplinary literacy strategies via lesson plan checks and classroom observations in order to increase student performance on the Georgia Milestone End of Course Assessment by 3%	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Academic Coaches, M Department Chairperson, Teacher Leaders		#REF!
5)				#REF!
6)				#REF!
7)				#REF!
8)				#REF!
9)				#REF!
10)				#REF!
11)				#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.		Funding Budgeted to Support Action Step

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

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, General, Grant, PTA, Donation, After School, Foundations)
12) During weekly Collaborative Planning Meetings, Administration, Academic Coaches and Department Heads will provide teachers with strategies to effectively implement writing strategies to increase student performance on the Georgia Milestone EOC American Literature Assessment by 3%.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Academic Coaches, Department Chairperson, Teacher Leaders	#REF!
13) Teachers will engage in professional learning that addresses disciplinary literacy strategies including summarization, vocabulary acquisition, and grammar and mechanics and reviews phase focused checklists that clarify expectations and look fors that will be observed during the monitoring phase to increase student performance on the Georgia Milestones American Literature End of Course Assessment by 3%	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Academic Coaches, Department Chairperson, Teacher Leaders	#REF!
14) Twice a semester, a day of Professional Learning will allow teachers to explore new instructional strategies, implementation processes, and differentiation methods for remediation/acceleration of students to increase content mastery on the Georgia Milestone assessment by 3%	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Academic Coaches, Department Chairperson, Teacher Leaders	#REF!
15)			#REF!
16)			#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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) Teachers and Academic Coaches will communicate with parents at the beginning of the semester via an EOC letter and throughout the semester via regular posts to the school website with resources to assist parents and students at home to increase scores on the Georgia Milestone End of Course Assessment by 3%.	<i>SYSTEM 2: Effective Use of Data</i>	Academic Coaches, Department Chairperson, Teacher Leaders	#REF!
18) Yearly, King will host a "Rise-Up" Fair for incoming 9th graders, to provide information to Freshman and Parents, about the CTAE pathways, AP courses, International Baccalaureate Program, Dual Enrollment, Worked Base, and OEC, to assist student with selected electives to support their post-secondary decisions.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Academic Coaches, Department Chairperson, Teacher Leaders	#REF!
19)			#REF!
20)			#REF!
21)			#REF!

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

IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			#REF!
2)				#REF!
3)				#REF!
4)				#REF!
5)				#REF!
6)				#REF!
7)				#REF!
8)				#REF!
9)				#REF!
10)				#REF!
11)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			#REF!
13)				#REF!
14)				#REF!
15)				#REF!
16)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			#REF!
18)				#REF!
19)				#REF!
20)				#REF!
21)				#REF!
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				

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	Culture & Climate
*SMARTIE Goal with Performance Measures * Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.	For the 2024 - 2025 school year, the school will reduce the number of In-School-Suspension and Out-of-School Suspension(types of discipline infractions/types of resolutions/student absences) by 7% (target score) as measured by the Infinite Campus (data source) from 18.59% to 11.59% for all students, from 21.70% to 14.00% for Students with Disabilities (subgroups) students, 5% to 3% for ELL (subgroups) students.
DCSD Strategic Plan Goal	Goal Area IV: Culture and Climate

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>Positive Behavior Intervention Support Certified School</i>		<i>SYSTEM 5: Academic and Behavioral Support</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) Teachers will provide students incentives and awards for good attendance and demonstrating positive behavior and interactions in order to reduce our behavioral related incidents and to assist with improving our overall attendance rating, which could positively impact King High School's Climate Rating. This will be monitored using PBIS Rewards incentive platform.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
2) Twice a semester, the school will partner with community stakeholders to offer additional incentives to support with the PBIS Implementation and King HS in order to reduce our behavioral related incidents and to assist with improving our overall attendance rating, which could positively impact the school's Climate Rating.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
3) The Principal and Administration will select 12th grade students (Senior Senate) who will meet monthly to discuss student issues, school related expectations, and innovative strategies to reinforce and increase positive student behaviors and positive student climate.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
4) Teachers will use electronic tracking systems to track all behavior infractions and to monitor attendance to reduce behavioral related incidents and positively impact King HS's Climate Rating.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
5) School Climate and Culture Administrator will create a PBIS committee to support in the creation of a monthly PBIS calendar of events and activities in order to reduce behavioral related incidents and to assist with improving the school's overall attendance rating, which could positively impact the King HS's Climate Rating.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!

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

6)The PBIS Team, led by the School Culture and Climate AP, will ensure that we meet King HS's target of decreasing ISS/OSS suspensions by continuing to monitor IC and other Data Platforms in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	<i>SYSTEM 2: Effective Use of Data</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
7)The PBIS Team, led by the School Culture and Climate AP, will ensure that we meet King HS's target of decreasing ISS/OSS suspensions by continuing to monitor IC and other Data Platforms in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	<i>SYSTEM 2: Effective Use of Data</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
8) The PBIS Committee will host "Career Day: Attendance Matters" to have various careers respresented to discuss the impact of attendance in their occupation and educational pathway in order to reduce behavioral related incidents and to improve overall attendance rating.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
9)				#REF!
10)				#REF!
11)				#REF!

PRIORITY AREA 3, 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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) The PBIS Team will train Staff on how to use PBIS Rewards to support the implementation of our PBIS initiative in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	SYSTEM 5: Academic and Behavioral Support	Principal, PBIS Administrator, PBIS Committee		#REF!
13) The PBIS Team and Culture and Climate Administrator will train staff on the implementation of PBIS as a whole school to ensure that our implementation is strong in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	SYSTEM 5: Academic and Behavioral Support	Principal, PBIS Administrator, PBIS Committee		#REF!
14) The PBIS Team and the Administrative Team will train staff on how to conduct quarterly PBIS walk-through using a tool to ensure that we are implementing all aspects with fidelity in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	SYSTEM 5: Academic and Behavioral Support	Principal, PBIS Administrator, PBIS Committee		#REF!
15) Innovative Schools Conference 2025(LAS VEGAS: July 7 – 11, 2025) -Innovative Schools learn new insights, tools and strategies for reaching and teaching students. Compare best practices with educators in different geographic locations and different socio-economic environments. Redelivery will be provided during pre-planning as well as though Wednesday.	SYSTEM 5: Academic and Behavioral Support	Principal, PBIS Administrator, PBIS Committee		#REF!
16)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) The Attendance Committee will host attendance celebrations for parents and students who have met the attendance requirements for each nine weeks in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	SYSTEM 5: Academic and Behavioral Support	Principal, PBIS Administrator, PBIS Committee		#REF!
18) Bi-weekly (August 2024- May 2025), the PBIS Committee will provide PBIS activities that support the implementation of this school culture transformation initiative in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	SYSTEM 5: Academic and Behavioral Support	Principal, PBIS Administrator, PBIS Committee		#REF!
19) Bi-monthly (August 2024- May 2025) the PBIS committee will host "Street Market Friday" to allow Parents the opportunity to engage with students entrepreneurs during lunches to decrease the number of behavior fractions and reward school-wide positive behavior.	SYSTEM 5: Academic and Behavioral Support	Principal, PBIS Administrator, PBIS Committee		#REF!
20)				#REF!
21)				#REF!

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

IMPROVEMENT STRATEGY #2

<i>Attendance Intervention Plan</i>		<i>SYSTEM 5: Academic and Behavioral Support</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) Teachers, Counselors, and the Academic Leadership Team will identify students that have chronically missed school and monitor daily attendance daily in order to decrease student absences and behavior infractions and increase student performance on the Georgia Milestone <u>End of Course Assessment</u> .	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
2) Monthly, Teachers and students will meet with the grade level administrators via Townhall meetings to discuss student attendance and provide support for students absences and behavior infractions to increase student performance on the Georgia Milestone End of Course Assessment.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
3) The Leadership team and Attendance team will meet biweekly to discuss student attendance while implementing the attendance flow chart to ensure attendance referrals are monitored and submitted by teachers to increase content mastery and attendance.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
4) Teachers, Counselors, and the Academic Leadership Team will implement an incentive flowchart for Teachers and students school wide that is Restorative in nature. Students will receive explicit steps to reduce behavior infractions for attendance rewards.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
5) Each Monday, with the guidance off the Behavior Specialist and team, Teachers will conduct a restorative circles with 1st period classes to support PBIS strategies and reduce the number of behavioral fractions for the 24-25 SY by 3%.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
6)				#REF!
7)				#REF!
8)				#REF!
9)				#REF!
10)				#REF!
11)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) Mr. Yazid Jackson, culture and climate specialist, will conduct Professional Learning: Restorative Circles with the Faculty and staff three times for the 2024-25 SY for implementation methods to decrease behavior infractions by 5% for 2023-24 SY	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!

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

13) Members of the PBIS team will train teachers on how to use the PBIS rewards to support PBIS strategies and restorative practices. Leadership team will monitor implementation and rewards Teachers for best practices.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
14) New Teachers to King High School will participate in Professional Learning workshop series to understand CSIP strategies, implementation process, and monitoring cycles. Workshop series will consist of three (3) days to support improving content mastery by 3% and reducing behavioral infractions by 5%	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
15)				#REF!
16)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) During Open House (August 2024), Parents will participate in SWIS school-wide rewards presentation to understand the platform, school-wide implementation and incentives for students.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee		#REF!
18) During first semester (August- December 2024) the Leadership team will host Muffins with Mom/Donuts with Dad to provide parents/guardians an opportunity to participate in a round table discussion on 21st century methods to support high school students and prepare for post-	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal, PBIS Administrator, PBIS Committee,		#REF!
19)				#REF!
20)				#REF!
21)				#REF!

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

IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			#REF!
2)				#REF!
3)				#REF!
4)				#REF!
5)				#REF!
6)				#REF!
7)				#REF!
8)				#REF!
9)				#REF!
10)				#REF!
11)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			#REF!
13)				#REF!
14)				#REF!
15)				#REF!
16)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			#REF!
18)				#REF!
19)				#REF!
20)				#REF!
21)				#REF!
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				

PRIORITY AREA 4, 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 4	Graduation Rate
SMARTIE Goal with Performance Measures <small> Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.</small>	For the 2024 - 2025 school year, the school will increase the graduation rate by 3% to meet or exceed the 67.7% graduation rate, from 81% to 83% for all students, from 73% to 74% for Students with Disability students.
DCSD Strategic Plan Goal	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

<i>Graduation Cohort</i>		<i>SYSTEM 5: Academic and Behavioral Support</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) Bi-weekly, Graduation cohort team will be developed to monitor attendance, behavior, and academic progress of the graduating cohort to increase graduation rate by 3%.	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Principal, Administrators, Counselors, Graduation Cohort Team		#REF!
2) All content teachers will provide Extended Learning Time (during the day, after school and Saturday tutorial) for students not meeting/mastering standards in order to increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	<i>SYSTEM 2: Effective Use of Data</i>	Principal, Administrators, Counselors, Graduation Cohort Team		#REF!
3) Teacher will check and connect with off-track students to ensure academic success and guidance to successfully obtain credits to increase graduation rate by 3%	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Principal, Administrators, Counselors, Graduation Cohort Team		#REF!
4) Bi-weekly, during graduation cohort meetings, the Data Clerk will update adverse codes changes for the team to increase graduation rate by 3%.	<i>SYSTEM 2: Effective Use of Data</i>	Principal, Administrators, Counselors, Graduation Cohort Team		#REF!
5)				#REF!
6)				#REF!
7)				#REF!

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

8)				#REF!
9)				#REF!
10)				#REF!
11)				#REF!

PRIORITY AREA 4, 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.		Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
12) During Professional Learning Wednesdays, Teachers will learn about the Graduation Cohort team and the roles of teachers in the cohort flow chart to increase Graduation rate by 3%	SYSTEM 5: Academic and Behavioral Support	Principal, Administrators, Counselors, Graduation Cohort		#REF!
13)				#REF!
14)				#REF!
15)				#REF!
16)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) Graduation Cohort team will host a Senior mentor dinner in (March 2025), pairing at risk Senior with mentor teacher. Weekly, the pair will discuss recent performance in classes and steps for improvement and goal of obtaining credits for graduation.	SYSTEM 5: Academic and Behavioral Support	Principal, Administrators, Counselors, Graduation Cohort		#REF!
18) Bi-Monthly (August 2024 -May 2025), the Graduation Cohort team will host a Senior Informational sessions to discuss Academic programs, graduation requirements, tutorial dates to support failing students, etc.	SYSTEM 5: Academic and Behavioral Support	Principal, Administrators, Counselors, Graduation Cohort		#REF!
19)				#REF!
20)				#REF!
21)				#REF!
IMPROVEMENT STRATEGY #2				
<i>Credit Recovery</i>		<i>SYSTEM 5: Academic and Behavioral Support</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

1) The principal and or Assistant Principals will assemble a Credit Recovery Team (counselors, administrators, administrator designee) that will identify studnets who are eligible for credit recovery, identify credit recovery options, and monitor student completion for credit recovery each school year.	SYSTEM 5: <i>Academic and Behavioral Support</i>	Administrators, counselors	Academic Coaches, Department Chairs, and Assistant Principals, Counselors, MTSS	#REF!
2) Consistently audit and update grades of students in recovery programs and daily coursework within DCSD grading periods.	SYSTEM 5: <i>Academic and Behavioral Support</i>	API, teachers		#REF!
3) Monitor student performance in credit recovery programs through data points that include time spent on the course and ending grade to ensure program effectiveness and student success.	SYSTEM 5: <i>Academic and Behavioral Support</i>	API, counselors		#REF!
4)				#REF!
5)				#REF!
6)				#REF!
7)				#REF!
8)				#REF!
9)				#REF!
10)				#REF!
11)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) Certified personnel will attend national conferences and professional learning sessions associated with programs and trainings to gain professional development to support successful graduation cohort.	SYSTEM 6: <i>Instructional Feedback and Professional Learning</i>	Counselors, Administrators		#REF!
13) Attend professional learning to sharpen practices that support data monitoring related to studnet academic achievement in credit recovery programs; to include data protocols and program evaluations.	SYSTEM 6: <i>Instructional Feedback and Professional Learning</i>	Administrators, counselors, teachers		#REF!
14)				#REF!
15)				#REF!
16)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) Develop collaborative sessions with parents/guardians and students to explore credit recovery opportunities.	SYSTEM 6: <i>Instructional Feedback and Professional Learning</i>	API, teachers		#REF!

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

18)				#REF!
19)				#REF!
20)				#REF!
21)				#REF!

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			#REF!
2)				#REF!
3)				#REF!
4)				#REF!
5)				#REF!
6)				#REF!
7)				#REF!
8)				#REF!
9)				#REF!
10)				#REF!
11)				#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.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			#REF!
13)				#REF!
14)				#REF!
15)				#REF!
16)				#REF!

PRIORITY AREA 4, 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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			#REF!
18)				#REF!
19)				#REF!
20)				#REF!
21)				#REF!
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				