CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

School Number: 592

School Name	**Tucker Middle School**
School Address	2160 Idlewood Road, Tucker, GA 30084
Principal	Dr. Deborah Satterfield
District Name/State Local Education Agency (LEA) Number	DeKalb County School District (644)
Date of Initial Local School Council Vote of Approval	16-Sep-21
Date of Last Review/Update	4/14/2021, 5/19/2021, 10/6/2021, 3/7/2022, 4/27/2022, 4/29/2022,
Principal Signature	(Signature On File)
Director of Title I Signature	(Signature On File)

School Vision and Mission Statement

Vision Statement

The Vision of Tucker Middle School is to provide all of our students a positive and safe learning environment where staff members have high expectations for student achievement and work collaboratively to create a culture that is committed to helping all students learn at high levels.

Mission Statement

The Mission of Tucker Middle School is to develop independent thinkers who are conscientious, compassionate, and embrace the diversity of the world around them. The challenging and rigorous educational program compels students to read with comprehension, write with clarity, and use information to solve problems.

District Strategic Plan Goal Alignment

Goal Area I: Student Success with Equity and Access
Goal Area II: Stakeholder Engagement and Communication
Goal Area III: Staff Effectiveness
Goal Area IV: Culture and Climate
Goal Area V: Organizational Excellence
Goal Area VI: Facilities

School Improvement Team Membership

School Improvement Team Membership	Name
Principal	Dr. Deborah Satterfield
API	Ms. Tonya Izzard
IB Coordinator	Dr. Deborah Mau
STEM Coordinator	Mr. Nathan Williams
PAC Member	Mr. Christopher Moseley
PAC Member	Ms. Edline Augustin
PAC Member	Ms. Erica Gilzeane
Classified Staff Member	Ms. Danae Watson
Parent Representative	Ms. Sabrina Chambers
Parent Representative	Ms. Carey Allison

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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

Tucker Middle School used data from the GADOE (CCRPI data) as well as data from our school's student performance on the Georgia Milestones EOG Assessment. MAP scores were also used in assessing student performance. In addition, teacher surveys, our school climate and demographics data were gathered from our CCRPI Report to help identify our school's strengths and areas for improvement. Tucker Middle School added MTSS/RTI as a Level 1-3 Initiative in our CSIP, therefore data results pertaining to our MTSS/RTI students will be used to assess student performance.

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

The analysis of our school's data and/or a comprehensive needs assessment gives an indication of our school's strengths. Tucker Middle School obtained a College and Career Ready Performance Index (CCRPI) score of 76.9 in 2019, which was a 7.3 points increase from the previous year. English learners met the 6% improvement target in ELA, math, and social studies. Additionally, our English learners increased by 3% in science. However, our Students with Disabilities' (SWD) ELA Median Student Growth Percentile decreased from 52.5% to 48%, and mathematics for our SWD students decreased from 54% to 51.5%. Students that have been identified as dyslexic will be supported with strategies to improve their literacy and reading comprehension. Economically Disadvantaged (ED) students increased in mathematics from 45% to 56%. Student Growth Percentile ranges from Low (1-34) to typical growth (35-65) and high growth (66-99). According to our CCRPI Report in 2019, Tucker Middle School's weighted performance of students scoring developing learner or above in ELA was 70, which is a 2.7 increase from the previous year. In the area of mathematics the weighted performance was 71, which is a 2.6 increase from the previous year; the score for science was 60, which is a 1.0 increase from the previous year; and social studies was 77, which is a 3.0 increase from the previous year. In 2019, only eighth grade students were administered the science and social studies assessment. As shown, there has been a positive trend with student achievement in all content areas.

According to our CCRPI Report, our School Climate Rating increased from a 3-star rating in previous years to a 5-star rating in 2019. Under the area of school climate, our student discipline score, safe and substance-free learning environment, and school wide attendance score made a positive trend in 2019 to 87.46, 84.59 and 94.32 respectively. Based on discipline data reports for the 2019-2020 school year, TMS will seek to sustain/increase the positive trend of decreasing discipline incidents through the use of the PBIS Program and Kickboard Software. According to our 2021-2022 MAP Assessment data comparison from Fall to Winter administration, Tucker Middle School decreased the number of students performing in low/low average by 1% in mathematics for 6th and 7th grades, and 1% in reading for 6th grade. (There was no CCRPI report for the 2019-2020 and 2020-2021 school year due to Covid-19).

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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

The analysis of our school's data and/or a comprehensive needs assessment gives an indication of our school's gaps or opportunities for improvement. Tucker Middle School has a population of nearly 1200 students in grades 6-8. Demographics include African Americans 55%, Hispanics 22%, Asians 9%, Caucasians 11%, American Indians 0.4%, Hawaiian or Pacific Islanders 0.08%, and combined races 2.8%. According to teacher surveys, training is needed to meet the needs of Tucker Middle School's diverse population of students in an unbiased manner. Therefore, a book study will be conducted during PLs on Implicit Bias in Schools.

Literacy is an area of opportunity for improvement. That is, obtaining Disciplinary Literacy, which involves reading, reasoning, investigating, speaking and writing in all content areas including Foreign Languages and art. According to our Milestones ELA End of the Grade Assessment for 2019, 33% of our students in grades 6-8 scored at the Beginning Performance Level. Our Milestones data for 2019 indicated our students scoring on or above the Lexile Stretch Band increased to 62.4%, and trend data for MAP administration reflected similar student performance of low to low average in reading and math in 2019. Our 2021-2022 MAP data comparison between fall and winter administration are as follows: 6th grade reading- 26% and 26.5%, 6th grade math- 33% and 32.5%, 7th grade reading - 20% and 29.5%, 7th grade math- 30% and 29.5%, 8th grade reading- 28% and 28%, 8th grade math- 26% and 28%. Areas for improvement include reducing the number of students scoring in the low/low average specifically in 7th grade reading, 8th grade math, and 6th through 8th grades in science. According to teacher surveys, students taking a foreign language helped to increase literacy by reading and writing in other subject areas such as art, technology, FCCLA, and drama.

Numeracy is another area of opportunity for improvement. According to our Milestones Math End of the Grade Assessment for 2019, 24.4% of our students in grades 6-8 scored at the Beginning Performance Level. As we further disaggregated the 2019 Milestones data by subgroups, we found the following percentage of students scoring in the Developing Level for each subgroup in the area of mathematics: Asian – 35%, African American – 39%, Hispanic – 44%, Caucasian – 20%, Economically Disadvantaged – 43.3%, English Language Learners – 32%, and Students with Disabilities – 27%. Additionally, we used our MAP Assessment Projections in the winter of 2018-2019 to estimate our students' performance level in math and reading for the 2019 Milestones Assessment. The MAP projection of students scoring at the Beginning Level for the Milestones consisted of 36.7% for math and 36.1% for reading. According to the 2019 Milestones Assessment, 33% of our students scored at the Beginning Level for math and 33.3% scored at the Beginning Level for reading.

Additionally, we also discovered that we had 40% of our 8th grade students scoring at the Beginning Level in science. Thus based on the data, our areas of priority are as follows: promoting literacy in all content areas including Foreign Languages, improving mathematics performance in grades 6-8, and moving our 8th grade students to the next level indicator (beginning to developing, developing to proficient, and proficient to distinguished) by 2% in science. Additionally, according to teacher surveys, implementation of PBLs and IB summative assessments increase students' success in mastering math and science standards through action research and conducting investigations.

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

There was no Georgia Milestones Assessment, Spring MAP Assessment, or CCRPI report for the 2019-2020 school year and no CCRPI report for the 2020-2021 school year due to COVID-19. Additionally, only approximately 40% of our students took the 2020-2021 school year Winter MAP Assessment in reading and math. MAP Assessment Data for the Fall and Winter administration for the 2021-2022 school year is available and Spring administration will be completed in May 2022. School leaders will continue to analyze all MAP Assessment Data during Professional Learning Days (May 2022, and July 2022) to determine successes and areas for improvement. MTSS/RTI has been added as a Level 1-3 Initiative for the 2021-2022 school year. Data has been collected and analyzed for the Fall and Winter MAP Assessments for our MTSS/RTI students during the 2021-2022 school year to assess student performance. We are awaiting Spring MAP Assessment data on these students.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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

Priority Area 1:	
Literacy	
Priority Area 2:	
Math and Science	
Priority Area 3:	
Priority Area 4:	

DeKalb County School District

Priority Area	Name of Intervention, Strategy, or Activity	Website	Evidence-based Level	Measurement for Success (Outcomes)	Results (to be completed as part of Annual Review)
Priority Area 1	Marzano's Six Step Process for Building Academic Vocabulary	http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx https://www.eiu.edu/researchinaction/pdf/christina_gherna_paper.pdf	Strong	We are using MAP Assessments and monitoring three times a year. We are using Georgia Milestones and ACCESS and monitoring once a year.	Our school's scores improved as a result of using Marzano's Six Step Process for Building Academic Vocabulary. The ELA Student Growth Percentile increased from 67.2 to 70, and students scoring on and above the Lexile Stretch Band increased from 54% to 62.4% in 2019. According to our 2021-2022 Winter MAP data, 54% of our students are scoring in the average to hi range in vocabulary. Therefore, we will continue to implement Marzano's Six Step Process for Building Academic Vocabulary.
Priority Area 1 & 2	Disciplinary Literacy-Reading	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf	Strong	We are using MAP Assessments and monitoring three times a year. We are using Georgia Milestones and ACCESS and monitoring once a year.	Our school's scores improved as a result of focusing on disciplinary literacy. The ELA Student Growth Percentile increased from 67.2 to 70, and students scoring on and above the Lexile Stretch Band increased from 54% to 62.4% in 2019. According to our 2021-2022 Winter MAP data, 54% of our students are scoring in the average to hi range in vocabulary. Therefore, we will continue to implement Disciplinary Literacy.
Priority Area 1 & 2	IXL	https://sophia.stkate.edu/maed/205/ https://scholar.stjohns.edu/cgi/viewcontent.cgi?article=1159&context=theses_dissertations	Moderate	We are using MAP Assessments and monitoring three times a year. We are using Georgia Milestones and ACCESS and monitoring once a year.	Our school's scores improved as a result of using IXL. The ELA Student Growth Percentile increased from 67.2 to 70, and students scoring on and above the Lexile Stretch Band increased from 54% to 62.4% in 2019. The math Student Growth Percentile increased from 68.4 to 71 in 2019. According to our 2021-2022 Winter MAP, we increased the number of students scoring in the average to hi range in the domains of algebra and real numbers. Therefore, we will continue to implement the IXL program.

Priority Area	Program/Strategy	Link	Evidence Level	Monitoring	Rationale
Priority Area 1 & 2	USA Test Prep	https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=4981&context=dissertations	Moderate	We are using MAP Assessments and monitoring three times a year. We are using Georgia Milestones and ACCESS and monitoring once a year.	Our school's scores improved as a result of using USA Test Prep. The ELA Student Growth Percentile increased from 67.2 to 70, and students scoring on and above the Lexile Stretch Band increased from 54% to 62.4% in 2019. The math Student Growth Percentile increased from 68.4 to 71 in 2019. According to our 2021-2022 Winter MAP data, 54% of our students are scoring in the average to hi range in vocabulary. Additionally, there was a 3% increase in space science and life science in the 8th grade. Therefore, we will continue to implement the USA Test Prep program.
Priority Area 1 & 2	Sheltered Instruction Observation Protocol (SIOP)	https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/460 https://ies.ed.gov/ncee/wwc/Intervention/504	Moderate	We are using MAP Assessments and monitoring three times a year. We are using Georgia Milestones and ACCESS and monitoring once a year.	Our school's scores improved as a result of implementing the SIOP model. English learners met the 6% improvement targets in ELA, math, and social studies in 2019. Additionally, there was a 3% improvement in science in 2019. According to our 2021-2022 Winter MAP data, 54% of our students are scoring in the average to hi range in vocabulary. Therefore, we will continue to implement the SIOP model.
Priority Area 2	POLYA's Problem Solving	https://ies.ed.gov/ncee/wwc/Docs/.../wwc_mps_pg_vr.pdf www.math.berkeley.edu/~gmelvin/polya.pdf http://www.worldresearchlibrary.org/up_proc/pdf/864-150046273727-30.pdf	Strong	We are using MAP Assessments and monitoring three times a year. We are using Georgia Milestones and ACCESS and monitoring once a year.	Our school's scores improved as a result of implementing Polya's Problem Solving. The math Student Growth Percentile increased from 68.4 to 71 in 2019. According to our 2021-2022 Winter MAP, we increased the number of students scoring in the average to hi range in the domains of algebra and real numbers. Therefore, we will continue to implement Polya's Problem Solving.
Priority Area 1 & 2	International Baccalaureate (IB)	www.ibo.org/research/	Strong	We are using MAP Assessments and monitoring three times a year. We are using Georgia Milestones and ACCESS and monitoring once a year.	The ELA Student Growth Percentile increased from 67.2 to 70, and students scoring on and above the Lexile Stretch Band increased from 54% to 62.4% in 2019. The math Student Growth Percentile increased from 68.4 to 71 in 2019. According to our 2021-2022 Winter MAP data, 54% of our students are scoring in the average to hi range in vocabulary. Therefore, we will continue to implement the IB program.

Priority Area	Tool	Source	Rating	Implementation / Monitoring	Results / Outcomes
Priority Area 1 & 2	PBIS- SWISS Program	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3483890/	Strong	We are using PBIS data to monitor discipline and attendance to see contributing factors to the lack of student achievement.	Our School Climate Rating increased to a 5-star rating in 2019. Under the area of school climate, our student discipline score, safe and substance-free learning environment, and school wide attendance score made a positive trend in 2019 to 87.46, 84.59, and 94.32 respectively. Therefore, we will continue to implement PBIS in our school.
Priority Area 2	PBL Problem-Based Learning	https://www.edutopia.org/pbl-research-evidence-based-components www.edutopia.org/pbl-research-learning-outcomes	Strong	We are using MAP Assessments and monitoring three times a year. We are using Georgia Milestones and ACCESS and monitoring once a year.	Our school's scores improved as a result of implementing Problem-Based Learning (PBL). The math Student Growth Percentile increased from 68.4 to 71 in 2019. According to our 2021-2022 Winter MAP, we increased the number of students scoring in the average to hi range in the domains of algebra and real numbers. Additionally, there was a 3% increase in hi/avg range in the domains of earth and space science and life science in the 8th grade. Therefore, we will continue to implement Problem-Based Learning in the classrooms.
Priority Area 1 & 2	Nearpod	https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=3481&context=doctoral https://www.iste.org/explore/Press-Releases/ISTE-and-Nearpod-Team-Up-to-Equip-Teachers-with-Premium-Digital-Content-to-Prepare-Students-for-the-21st-Century https://eric.ed.gov/?id=EJ1036891 https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_126.asp	Strong	We are using MAP Assessments and monitoring three times a year. We are using Georgia Milestones and ACCESS and monitoring once a year.	The 2021-2022 school year is the first year that Tucker Middle School has used Nearpod. According to our 2021-2022 Winter MAP data, 54% of our students are scoring in the average to hi range in vocabulary. Additionally, we increased the number of students scoring in the average to hi range in the domains of algebra and real numbers. Furthermore, there was a 3% increase in hi/avg range in the domains of earth and space science and life science in the 8th grade. Therefore, we will continue to implement the Nearpod software.

Priority Area	Resource	Link	Evidence Level	Description
Priority Area 1 & 2	Classworks (Curriculum Advantage)	https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2225&context=etd https://charts.intensiveintervention.org/ascreening https://core.ac.uk/download/pdf/58825418.pdf	Moderate	The 2021-2022 school year is the first year that Tucker Middle School has used Classworks (Curriculum Advantage). According to our 2021-2022 Winter MAP data, 54% of our students are scoring in the average to hi range in vocabulary. Additionally, we increased the number of students scoring in the average to hi range in the domains of algebra and real numbers. Furthermore, there was a 3% increase in hi/avg range in the domains of earth and space science and life science in the 8th grade. Therefore, we will continue to implement Classworks software. We are using MAP Assessments and monitoring three times a year. We are using Georgia Milestones and ACCESS and monitoring once a year.
Priority Area 1 & 2	MTSS (Multi-Tiered System of Supports/ RTI (Response to Intervention)	air.org/resources/supporting-students-through-response-intervention https://www.researchgate.net/publication/307842125_Response_To_Intervention_Research_And_Practice	Strong	The 2021-2022 school year is the first year that Tucker Middle School will have MTSS/RTI as a Level 1-3 initiative in our CSIP. According to our 2021-2022 MAP data, students in the Tier 2 level for math made moderate gains in their learning; however, students in the Tier 2 level for reading made significant gains in their learning. Data will continue to be gathered during the 2022-2023 school year to determine effective strategies for implementing the MTSS/RTI program. We are using MAP Assessments and monitoring three times a year. We are using Georgia Milestones and ACCESS and monitoring once a year.
Priority Area 1 & 2	Kickboard	https://www.college.columbia.edu/about/stories/empowering-teachers-data-driven-software https://drive.google.com/file/d/1tqwdjZXCBvn9-1okvYlLcbGvooKHm9/view?usp=sharing https://educationresearchalliancenola.org/files/publications/Kickboard-Policy-Brief-Final1.pdf	Strong	We are using Kickboard in correlation with PBIS data (TMS Level 1-3 initiative) to monitor discipline and attendance to see contributing factors to the lack of student achievement. Our School Climate Rating increased to a 5-star rating in 2019. Under the area of school climate, our student discipline score, safe and substance-free learning environment, and school wide attendance score made a positive trend in 2019 to 87.46, 84.59, and 94.32 respectively.
Priority Area 1	Newsela	https://www.commonsense.org/education/website/newsela https://digitalcommons.hamline.edu/cgi/viewcontent.cgi?article=1134&context=hse_cp https://scholarspace.manoa.hawaii.edu/bitstream/10125/67381/32_2_10125_67381.pdf	Strong	We are using MAP Assessments and monitoring three times a year. We are using Georgia Milestones and ACCESS and monitoring once a year. Tucker Middle School did not have the funds available to purchase this software; however, if funds are available we would like to purchase this software for the 2022-2023 school year.

| Priority Area 1 & 2 | EdPuzzle | https://commons.emich.edu/cgi/viewcontent.cgi?article=1283&context=loexquarterly
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8270381/ | Strong | We are using MAP Assessments and monitoring three times a year. We are monitoring using Georgia Milestones and ACCESS and monitoring once a year. | The 2021-2022 school year is the first year that Tucker Middle School has used EdPuzzle. According to our 2021-2022 Winter MAP data, 54% of our students are scoring in the average to hi range in vocabulary. Additionally, we increased the number of students scoring in the average to hi range in the domains of algebra and real numbers. Furthermore, there was a 3% increase in hi/avg range in the domains of earth and space science and life science in the 8th grade. Therefore we will continue to implement the EdPuzzle software. |

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	Literacy
'SMART Goal with Performance Measures * Student-Focused, Monitored, Aligned Actionable, Results-Oriented, Time bound	By the end of the 2022-2023 school year, TMS will improve student mastery of academically rigorous Literacy standards as measured by: (1) (2) Increase the overall CCRPI proficiency rating at TMS from 76.9 (2019) to 80. (3) Decrease the percent of students in grades 6-8 scoring in the low/low average in reading on MAP Assessment by 2% from the Fall 2022 administration to the Winter 2022 administration, and an additional 2% from Winter 2022 administration to Spring 2023 administration.
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

Disciplinary Literacy			
	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Teachers and students will implement the SIOP Model throughout the three-part lesson structure to increase student awareness in reading comprehension in all content areas.	Teachers		$0.00
2) Teachers and students will implement the Co-Teaching Models throughout the three-part lesson structure to increase student awareness in reading comprehension in all content areas.	Teachers		$0.00
3) Teachers and students will utilize literacy programs, ELT for literacy (Extended Learning Time), and DEAR time to remediate and enrich. Resources and materials (books, magazine subscriptions, speakers, printers) will be purchased to support literacy in all content areas including Spanish, French, and Art Classrooms. Printers will assist with printing digital artifacts, and in vocabulary reinforcement through vocabulary flash cards. Books will also be purchased for students to read during the summer to support literacy.	Teachers/Media Specialist/Instructional Support Specialist/Academic Coach		$0.00
4) Teachers and students will implement RACE Strategy and Close Reading (ESSA-strong) throughout the three-part lesson structure to increase student awareness in reading comprehension in all content areas.	Teachers		$0.00
5) Administration will conduct walkthroughs to monitor teachers incorporating disciplinary literacy strategies throughout the three-part lesson structure.	Administrators/Instructional Support Specialist/Academic		$0.00 THESE CELLS ARE LOCKED IB /AVAL FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS
6) Teachers will monitor students' progress monthly in team meetings by collaborating, planning, and participating in data digs for designing lessons that incorporate literacy in all content areas.	Teachers/Instructional Support Specialist/Academic Coach		$0.00
7) Software will be used during small group/individualized instruction and extended learning opportunities during ELT and tutorial for remediation and reinforcement of literacy in all content areas, including Spanish connections and Level 1 and 2 Spanish courses (face-to-face, hybrid or virtual).	Teachers		$35,500.00
8) Administration and teachers will use MAP and Georgia Milestones Data to identify students in our lowest performing quartile to be served through Skills Navigator, Classworks and MTSS/RTI interventions. Student data will be analyzed three times a year to determine who will continue, exit, and added to the Intervention Groups.	Instructional Support Specialist/Teachers		$0.00
9) Teachers will collaborate within Tucker Middle School to work with all students to develop critical literacy skills to better prepare them for high school coursework. Being an IB School, Tucker Middle provides the opportunity for students to enroll in Carnegie classes (Spanish, French) to facilitate effective transitions to high school.	Teachers/Instructional Support Specialist/IB Coordinator		$0.00
10) Principal will hire a Title I reading teacher to personalize instruction and improve disciplinary literacy for daily instruction.			$0.00
11)			$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development 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.	Other (Optional, for school use)	Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible		Title I
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.			
12) Instructional Support Staff will purchase supplies and provide Professional Learning opportunities to address instructional strategies so that teachers can implement Disciplinary Literacy, RACE and Close Reading in all content areas, whether teaching face-to-face, hybrid, or virtual. (August 2022- ongoing).	Instructional Support Specialist/Academic/Coach		$0.00
13) Teachers will participate in Peer-to-peer observations twice a year to discuss and share teaching practices of implementing literacy in all content areas.	Instructional Support Specialist/Academic Coach		$0.00
14) Instructional Support Staff will provide Professional Learning on ways teachers can dig deep into assessment data to identify struggling students (Ongoing).	Administrators/Instructional Support Specialist/Academic Coach		$0.00
15) Instructional Support Staff will conduct a book study on implicit bias in Schools by Gina Laura Gullo, Kelly Capatosto, and Cheryl Staats) for school leaders to train teachers different strategies in all content areas on building more inclusive and equitable communities to improve student achievement.	Instructional Support Staff		$0.00
16) DCSD will provide SIOP and Co-Teaching Model trainings (first semester- 2022) for ESOL and SWD teachers so that they can effectively implement literacy skills throughout the three-part lesson structure to increase student achievement.	DCSD trainers		$0.00

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Other (Optional, for school use)	Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible		Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
17) Instructional Support Staff will purchase supplies to assist in hosting a November Literacy parent workshop to offer families an overview of research-based literacy strategies (reading difficulties- dyslexia) and provide resources to help their children (November 2022).	Administrators/Instructional Support Specialist/Academic Coach/ELA Department		$754.83
18) Teachers and Instructional Support staff will provide parents, including parents of Economically Disadvantaged, information on literacy strategies and software to help their child at home. (September 2022- ongoing).	Administrators/Instructional Support Specialist/Academic Coach/ELA Department		$300.00
19) Instructional Support Staff will purchase supplies to provide parents, including parents of Economically Disadvantaged, information and opportunities to give input, feedback, and request resources to assist their children at home with MAP and Milestone content and to help with their child's transition to the next grade level; translations will be made available base on need/requests (pre-planning meetings, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, calling post, website) (September 2022- ongoing).	Administrators/Instructional Support Specialist/Academic Coach/Counselors/Teachers		$300.00 SEE NOTE ABOVE
20) Tucker Middle School will make the CSIP available to all stakeholders via: Parent center, Tucker Middle School web site and central office for the purpose of sharing our school's improvement strategies (September 2022).	Principal/Instructional Support Specialist		$0.00
21) Instructional Support Specialist will provide multiple family engagement events throughout the year to build parent capacity such as stakeholders' meetings, curriculum night, test prep night, and parent nights.	Instructional Support Specialists		$0.00

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

IMPROVEMENT STRATEGY #2

Implement Marzano's Six-Step Process for Building Academic Vocabulary

Action Steps/Tasks to Implement Improvement Strategy	Person/Position Responsible	Other (Optional, for school use)	Supplemental Title I Funding Budgeted to Support Action Step (Title I)
	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
1) Teachers and students will implement Marzano's Six-Step Process for Building Academic Vocabulary throughout the three-part lesson structure to increase vocabulary development during whole group mini-lessons, independent practice, and teacher-led small group work to increase vocabulary development (ESSA-strong).	Teachers		$0.00
2) Administration and Instructional Support Staff will conduct walkthroughs to observe teachers utilizing Marzano's Six Step Process for Building Academic Vocabulary throughout the three-part lesson structure to increase student achievement.	Administration/Instructional Support Staff		$0.00
3) Administration will identify and schedule students into ELT classes and Reading Tools classes so that they will have intense reading intervention and support. Marzano's Six Step Process for Building Academic Vocabulary will be used to support low-performing students to increase their vocabulary.	Administration/Teachers		$0.00
4) Teachers will provide academic vocabulary support to our target sub-groups through the use of small group/individualized instruction and extended learning opportunities during ELT and after-school tutorial for remediation and reinforcement.	Teachers		$3,000.00 THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS
5) Counselors will work with students focusing on different social emotional components during classroom sessions (face-to-face or virtual) to help students develop and apply the necessary skills so that they may be successful (ongoing). Students will have an opportunity to participate is college tours of local colleges and universities. Representatives from the vocational and technical schools will educate students on job choices.	Counselors		$0.00
6) Counselors will provide mentoring services throughout the school year for students and teachers to meet social and emotional needs (face-to-face or virtual). Counselors will support students with their presentations: career day presentations, drug awareness presentations, bullying awareness presentations, and other events.	Counselors		$0.00
7)			$0.00
8)			$0.00
9)			$0.00
10)			$0.00

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning *High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)*	Person/Position Responsible	Other (Optional, for school use)	Supplemental Title I Funding Budgeted to Support Action Step (Title I)
	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		
Identify associated professional development course/activities, participants, providers, and the dates activities will begin and end.			
12) Instructional Support Staff will provide Professional Learning opportunities to address instructional strategies to implement Marzano's Six Step Process for Building Academic Vocabulary in all content areas (September 2022- ongoing).	Instructional Support Specialist/Academic Coach		$0.00
13) Instructional Support Staff will conduct Professional Learning on how to use technology to assist with implementing Marzano's Six Step Process for Building Vocabulary throughout the three-part lesson structure in all content areas.	Instructional Support Specialist		$0.00 SEE NOTE ABOVE
14) Counselors will attend GSCA to support students with social and emotional development so that students may be successful.	Counselors		$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Person/Position Responsible	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed. Other (Optional, for school use)	Supplemental Title I Funding Allocated to Support Action Step Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
17) Tucker Middle School will host a November Literacy Parent Workshop (with a session on Marzano's Six Step Process on Building Academic Vocabulary) to offer families an overview of research-based literacy strategies and provide resources to help their children. (November 2022). Instructional Support staff will purchase resources to provide training for parents during parent workshops and parent nights.	Administrators/Instructional Support Specialists/Academic Coach/ELA Department Chairs/Teachers		$210.00
18) Instructional Support Staff will provide parents, including parents of Economically Disadvantaged, information and opportunities to give input, feedback, and request resources to assist their children at home with MAP and Georgia Milestones content and to help with their child's transition to the next grade level; translations will be made available base on need/requests (pre-planning meetings, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, calling post, website) (September 2022-ongoing).	Administrators/Instructional Support Specialists/Academic Coach/ELA Department Chairs/Teachers		$0.00 SEE NOTE ABOVE
20)			$0.00
21)			$0.00

IMPROVEMENT STRATEGY #3

Type Improvement Strategy Here		FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard	

Action Steps/Tasks to Implement Improvement Strategy	Person/Position Responsible	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed. Other (Optional, for school use)	Supplemental Title I Funding Allocated to Support Action Step Title I
1)			$0.00
2)			$0.00
3)			$0.00
4)			$0.00 THESE CELLS ARE LOCKED BECAUSE FUNDING
5)			$0.00 AMOUNTS WILL AUTO-POPULATE
6)			$0.00 TO THIS SECTION FROM
7)			$0.00 FUNDING WORKSHEETS
8)			$0.00
9)			$0.00
10)			$0.00
11)			$0.00

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

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

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

Based on our data, TMS will know that the strategies used were effective when teachers use multiple forms of assessments to monitor student progress (ACCESS, common assessments and MAP assessments). Teachers will participate in extended data digs/PL sessions including MAP, Skills Navigator, Classworks, USA Test Prep, IXL, RACE, Close Reading, POLYA's Problem Solving, Disciplinary Literacy, Marzano's Six-Step Process for Building Academic Vocabulary, SIOP, and common assessments. Administrators and Instructional Support Specialists will conduct focus walks to monitor implementation of our strategies.

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

Focus Walks, collaborative planning, and data digs (ACCESS, common assessments and MAP assessments) will be used to determine whether the improvement strategies were deployed with fidelity.

What does the data/evidence show regarding the results of the implemented strategies?

Review, Reflect and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?
According to our 2021 Fall MAP Assessment results, 52% of our incoming 6th grade students, 40% of our 7th grade students, and 37% of our 8th grade students are performing in the low/low average range in reading. Due to the return of the majority of our students to face-to-face learning, Tucker Middle School will continue to implement our current strategies to increase literacy and monitor results throughout the school year.

Review, Reflect and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?
According to our 2021 Winter MAP Assessment results, 52% of our incoming 6th grade students, 59% of our 7th grade students, and 45% of our 8th grade students are performing in the low/low average range in reading. Upon reflection, many teachers needed assistance with implementing Marzano's Six Step Process for Building Academic Vocabulary. Professional Learning was conducted and assistant principals are monitoring the use of this strategy within the classrooms. Professional Learning was also offered for the Kickboard Software to increase positive student behaviors within Tucker Middle School. Software use will continue to be monitored and the PBIS committee will continue to support teachers as they use the program within their classrooms.

Review, Reflect and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?
Data for the 2022 Spring MAP Assessment and Georgia Milestones Assessment will be analyzed by the leadership team in professional learning (May 2022 and July 2022). The leadership team will determine which strategies have been most effective in increasing student learning and if any changes need to be made for the upcoming 2022-2023 school year.

Page 7 - Priority Area 1

DeKalb County School District

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

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

Priority Area 2

Math and Science

*SMART Goal with Performance Measures

*Student-Focused, Measurable, Aligned/Actionable, Results-Oriented, Time bound

By the end of the 2022-2023 school year, TMS will improve student mastery of academically rigorous Numeracy standards as measured by: (1)
Increase the overall CCRPI proficiency rating at TMS from 76.9 (2019) to 80.   (2)
Increase the overall Math score for TMS from 60.97 to 64, and the overall Science score from 55.08 to 59.
(3) Decrease the percent of students in grades 6-8 scoring in the low/low average in math and science on MAP Assessment by 2% from the Fall 2022 administration to the Winter 2022 Administration, and an additional 2% from Winter 2022 administration to Spring 2023 administration.

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

Standards-Based Classroom Instructional Framework

Action Steps/Tasks to Implement Improvement Strategy	Person/Position Responsible	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Other (Optional, for school use)	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard
				Supplemental Title I Funding Budgeted to Support Action Step Title I
1) Teachers and students will implement the Standards-Based Classroom Instructional Framework daily to improve student mastery of Georgia Standards of Excellence.	Teachers			$0.00
2) Teachers will collaborate as an interdisciplinary team to ensure the Math Priority Standards are taught, and Performance Tasks in the new DCSD Curriculum are administered with fidelity.	Administrators/Instructional Support Specialist/Academic Coach/Teachers			$0.00
3) Teachers will incorporate technology throughout the three-part lesson structure to provide students with remediation and enrichment in mastering the math standards (face-to-face, hybrid, or virtual).	Teachers			$0.00
4) Teachers will use software during small group/individualized instruction and extended learning opportunities during ELT and tutorial for remediation and reinforcement of math and science standards (face-to-face, hybrid, or virtual).	Teachers			$0.00
5) Administration and teachers will use MAP and Georgia Milestones Data to identify students in our lowest performing quartile to be served through Skills Navigator, Classworks and MTSS/RTI interventions. Student data will be analyzed three times a year to determine who will continue, exit, and added to the Intervention Groups.	Administration/Teachers/Instructional Support Staff			$0.00
6) Principal will hire three Title I science teachers to decrease teacher-student ratio in order to personalize instruction and improve literacy for instruction.	Principal			$950.00
7) Teachers will collaborate within Tucker Middle School to develop mathematical skills to better prepare them for high school coursework. Being a STEM certified school, Tucker Middle provides the opportunity for students to enroll in Accelerated Mathematics classes to facilitate effective transitions to High School.	Teachers/API/Instructional Support Specialists/STEM Coordinator			$0.00
8) Administration will identify and schedule students into ELT classes and Math Tools classes so that they will have intense math intervention and support. Math manipulatives and technology software will be used to support student learning.	Administration/Teachers/Instructional Support Staff			$0.00

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

	Teachers		$0.00
9) Teachers and students will implement Polya's Problem Solving (ESSA- strong) throughout the three-part lesson structure to sharpen problem solving skills (face-to-face, hybrid, virtual).			
10)) School-wide expectations displayed in all common areas (hallways, restrooms, cafe, office, playground) as a part of our school wide PBIS program. These expectations are combined with rights and responsibilities for each student. Expectations are explained, modeled, and taught within the first week of school, with re-teach opportunities included on a regularly scheduled basis. Students are allowed ample opportunities to practice, discuss, and learn behavior expectations. If a student has difficulties with expectations, teachers offer alternative behavior plans specific to students individual needs. Kickboard Software will be used to monitor behaviors. Examples of behavior plans	PBIS Team/IB Coordinator/Instructional Support Staff		$6,100.00
11)			$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP).	Person/Position Responsible	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Other (Optional, for school use)	Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.				
12) Instructional Support Staff will provide Professional Learning opportunities to address, data driven instruction practices, the standards-based classroom instructional framework so that teachers can implement with fidelity in face-to-face, hybrid, or virtual learning settings. (September 2022- ongoing).	Instructional Support Specialist/Academic Coach/Department Chairs		Title I	$0.00
13) Teachers will participate in Professional Learning on implementing Polya's Problem Solving in the face-to-face, hybrid, or virtual classroom to improve student mastery of Georgia Standards of Excellence (September 2022- ongoing).	Teachers/Instructional Support Specialist/Department Chairs			$0.00
14) Instructional Support Specialists will provide Professional Learning on ways teachers can dig deep into math assessment data to identify struggling students three times a year.	Instructional Support Specialists			$0.00
15) Principal will attend a conference (virtual) to focus on intructional improvement in mathematics.	Principal			$0.00
16) Math Department Leaders and Instructional Support Staff will attend conferences (virtual) to investigate how to engage students in deeper learning, support educators in designing deeper learning experiences, and how to spread deeper learning experiences to all	Math Department Leader/Instructional Support			$0.00

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Person/Position Responsible	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Other (Optional, for school use)	Supplemental Title I Funding Budgeted to Support Action Step
Identify parental engagement activities, providers, and the dates activities will begin and end.				
17) Instructional Support Staff will purchase supplies to assist in hosting a Title I Parent Workshop to offer families an overview of research-based math strategies and provide resources to help their children (February 2023).	Administrators/Instructional Support Specialist/Academic Coach/Department		Title I	$700.00
18) Teachers and Instructional Support Staff will provide parents, including parents of Economically Disadvantaged, information on math strategies and software to help their child at home (August 2022- ongoing).	Teachers/Instructional Support Specialist/Academic			$0.00
19) Instructional Support Specialist will purchase materials, including technology supplies (surge protectors, extension cords) and computers (Lenova Thinkpad) for the parent resource center to provide parents, including parents of Economically Disadvantaged, information and opportunities to give input, feedback, and request resources to assist their children at home with MAP and Georgia Milestones content and to help with their children's transition to the next grade level; translations will be made available based on need/request (pre-planning meetings, Curriculum Night, Numeracy Night, CSIP, compact and policy development, parent-teacher conferences, email, calling post, school's website) (September 2022- ongoing).	Administrators/Instructional Support Specialist/Academic Coach/Counselors			$0.00
20)				$0.00
21)				$0.00

IMPROVEMENT STRATEGY #2

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

Interdisciplinary Math & Science

Action Steps/Tasks to Implement Improvement Strategy	Person/Position Responsible	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Other (Optional, for school use)	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard
			Title I	Supplemental Title I Funding Budgeted to Support Action Step
1) Teachers and students will implement Project Based Learning (PBL) instructional activities that focus on math and science integration across the grade levels for the development of extended constructed responses. Instructional Support Staff will purchase PBL manipulatives and resources that will be utilized by teachers and students (Document cameras, webcams, conference cams, wireless keyboards, mobile podiums, calculators, electric hole punchers, camcorder, headphones, printers, ink for printers, surge protectors, HDMI cords, USB chargers, Visual Arts supplies, laminating machine supplies, poster machine supplies, outdoor garden supplies, dirt, seeds, aquaponics garden supplies, buckets, etc.) for interdisciplinary teaching and learning. Technology equipment, instructional equipment, and supplies, including rolling whiteboards, whiteboard easels, podiums, and utility carts will be purchased to support students and teachers as they use technology integration to support math/science literacy instruction, International Baccalaureate (IB) interdisciplinary units and student presentations for the IB Community Project Showcase.	STEM Coordinator/STEM Technology/IB Coordinator Teachers/Teachers			$1,403.00
2) Science/Math teachers and STEM Coordinator will create PBLs which will enhance the engineering design process across the curriculum.	Teachers/Instructional Support Specialist/Academic Coach/STEM Coordinator			$948.00
3) Teachers will utilize PBL manipulatives, software and resources (science kits, human body models, weather stations, local partners) to assist students in scientific investigations and labs in face-to-face, hybrid or virtual learning settings.	Teachers/Local Partners			$2,400.00
4) Principal will hire a part-time science coach to support science teachers in the implementation of the Georgia Standards of Excellence, implementation of Claim-Evidence-Reasoning strategy, and conducting PBLs in the core science classrooms.	Principal			$0.00
5) Science/Math teachers and the IB Coordinator will participate in International Baccalaureate (IB) training to assist teachers in designing interdisciplinary math and science IB units to enhance student learning, including designing and implementing an interdisciplinary unit to maintain the garden, the aquaponics garden, and the greenhouse.	Teachers/IB Coordinator/STEM Coordinator/Science Coach			$4,607.04
6) Middle School Transition for 5th Grade Students to help with preparing students and parents for the attendance expectations for the next grade level.	Counselors/STEM Coordinator/Instructional			$0.00
7) Students will be exposed to post secondary and workforce opportunities; via Career Day (Stakeholders) and college fair tours to prepare them for the workforce after graduation (March-April, 2023).	Counselors/STEM Coordinator/Instructional			$0.00
8) Tucker Middle School provides many different clubs and programs to provide target support and improvement activities to meet the needs of our students. In the area of athletics, we offer football, boys and girls basketball, boys and girls soccer, cheerleading, boys and girls track, dynamic diamonds, TMS fitness club and intramurals. For those interested in music, we offer jazz band, orchestra and chorus. Clubs related to academics consist of Junior Honor Society, Beta, Student Council, Reading Bowl, and Science Olympiad. Other available clubs are TNN, Robotics, TSA, FCCLA, FBLA, art, drama, PEARLS, Ambassadors, and Blossom Belles.				$0.00
9)				$0.00
10)				$0.00
11)				$0.00

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning *High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)*	Person/Position Responsible	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Other (Optional, for school use)	Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.				Title I

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Person/Position Responsible — Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Other (Optional, for school use)	Supplemental Title I Funding Allocated to Support Action Step — Title I
12) Science Coach, STEM Coordinator and the IB Coordinator will provide Professional Learning on how to design and implement interdisciplinary math and science lessons to engage students in problem solving in face-to-face, hybrid, or virtual settings (ongoing).	Academic Science Coach		$0.00
13) Instructional Support Staff will provide Summer Professional Learning on: International Baccalaureate (IB) writing rigorous lessons and assessments, as well as, the implementation of Project-Based Learning (PBL) instructional activities that focus on interdisciplinary teaching and incorporating rigor in the classroom. A CSIP overview will address the priority areas, the initiatives in the plan, and implementation of the initiatives (July 2022).	IB Coordinator/Academic Coach/Instructional Support Staff		$0.00
14) IB Coordinator will provide Professional Learning focusing on IB (Conceptual Learning) to increase teachers' awareness of the IB components (Ongoing).	IB Coordinator/Academic Coach/Instructional Support Staff		$0.00
15) Science Department Chairs and teachers will attend conferences (virtual) to redeliver strategies on how to implement best practices.	Teachers		$0.00
16)			$0.00

Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Tucker Middle School will host a May IB Showcase to increase families' awareness of students' IB Community Projects (May- 2023).	IB Coordinator/Academic Coach/Instructional Support Staff		$0.00
18) School-wide expectations displayed in all common areas (hallways, restrooms, cafe, office, playground) as a part of our school wide PBIS program. These expectations are combined with rights and responsibilities for each student. Expectations are explained, modeled, and taught within the first week of school, with re-teach opportunities included on a regularly scheduled basis. Students are allowed ample opportunities to practice, discuss, and learn behavior expectations. If a student has difficulties with expectations, teachers offer alternative behavior plans specific to students individual needs. Kickboard Software will be used to monitor behaviors. Examples of behavior plans include use of PBIS apps, Classroom Dojo, clip chart system, cube system, and conduct cuts. If student behavior becomes problematic or disruptive to the learning environment we have a tiered office referral system which allows administration to step in and assist in the behavior correction process.	PBIS Team/IB Coordinator/Instructional Support Staff		$0.00
19) Tucker Middle School will host a Math and Science Parent Night to offer families an overview of research-based strategies, software, and resources to help their children with math and science (February 2023).			$681.01
20)			$0.00
21)			$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
17)			$0.00
18)			$0.00
19)			$0.00
20)			$0.00
21)			$0.00

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

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

Based on our data, TMS will know that the strategies used were effective when teachers use multiple forms of assessments to monitor student progress (ACCESS, common assessments and MAP assessments).
Teachers will participate in extended data digs/PL sessions including ACCESS, common assessments and MAP assessments. Administrators and Instructional Support Specialists will conduct focus walks to monitor implementation of our current improvement strategies.

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

Focus Walks, collaborative planning, and data digs (ACCESS, common assessments and MAP assessments) will be used to determine whether the improvement strategies were deployed with fidelity.

What does the data/evidence show regarding the results of the implemented strategies?

Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?
According to our 2021-2022 Fall MAP Assessment results, 66% of our incoming 6th grade students, 60% of our 7th grade students, and 56% of our 8th grade students are performing in the low/low average range in mathematics. Additionally, in science, 51% of our incoming 6th grade students, 41% of our 7th grade students, and 37% of our eighth grade students are scoring in the low/low average range in science. Due to the return of the majority of our students to face-to-face learning, Tucker Middle School will implement our current strategies to increase disciplinary literacy in mathematics and science and monitor results throughout the school year.

Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?
According to our 2021-2022 Fall MAP Assessment results, 65% of our incoming 6th grade students, 59% of our 7th grade students, and 56% of our 8th grade students are performing in the low/low average range in mathematics. Additionally, in science, 58% of our incoming 6th grade students, 47% of our 7th grade students, and 44% of our eighth grade students are scoring in the low/low average range in science. Upon reflection, many teachers needed assistance with implementing Marzano's Six Step Process for Building Academic Vocabulary. Professional Learning was conducted and assistant principals are monitoring the use of this strategy within the classrooms. The STEM Coordinator is conducting professional learning on PBLs (problem-based learning) for our math and science teachers. Professional Learning was also offered for the Kickboard Software.

Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?
Data for the 2022 Spring MAP Assessment and Georgia Milestones Assessment will be analyzed by the leadership team in professional learning (May 2022 and July 2022). The leadership team will determine which strategies have been most effective in increasing student learning and if any changes need to be made for the 2022-2023 school year.