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DUBOIS INTEGRITY ACADEMY FEDERAL PROGRAM SCHOOLWIDE PLAN SY 2022 - 2023

Deepening Our Focus on Student Learning





Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Academics	GMAS Data Teacher Surveys MAP Data	Leadership Instructional Coaches Teachers Students	Parent Engagement Curriculum Nights Video Informational Sessions
Parental Involvement	Parent Surveys Teacher Surveys Parent Resource Center	Leadership Instructional Coaches Teachers Students	Parent Engagement Curriculum Nights Video Informational Sessions
STEM	GaDOE Interviews MAP Data (Science & Math) STEM Continuum GMAS (Science & Math)	STEM Team Leadership Instructional Coaches Teachers Students	Parent Engagement STEM Nights



SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
		Artifacts	Evidence	
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share and understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to Georgia Standards of Excellence.</p>	<p>Curriculum: Curriculum pacing guides including standards, instructional, and assessment expectations</p> <p>Assessment: Instructional Learning Cycles including student work are consistently analyzed. Revisions of the ILC may be required to ensure alignment.</p> <p>Common assessments are reviewed during the year to ensure alignment.</p> <p>Instruction: All teachers establish and communicate clear learning targets and success criteria aligned to the required Georgia Standards of Excellence.</p> <p>Learning targets are evident throughout the lesson and in student work</p>	<p>Curriculum pacing guides</p> <p>Student work</p> <p>Common assessments</p> <p>Instructional Learning Cycles</p> <p>Assessment data</p> <p>Grade level meeting notes</p> <p>Leadership meeting notes</p>	<p>School Leaders Demonstrate: Deep understanding of the curriculum that is being taught in Reading and Math at each grade level along with the pacing guides.</p> <p>Teachers Demonstrate: Clearly communicating the learning targets and the criteria and the criteria required to master the standards in Reading and Math.</p> <p>Clarity of which students are not mastering the standards in Reading and Math.</p> <p>Consistent implementation of common assessments and benchmark assessments throughout the school year.</p> <p>Students Demonstrate: Articulation of the learning targets in Reading and Math which is consistent and pervasive within Reading and Math.</p> <p>Knowledge of which standards they have mastered and which ones they need to master.</p>	<p>On-going monitoring of articulation of both teachers and students of the learning targets in Reading and Math.</p> <p>Teachers teach according to designed curriculum documents and pacing guides at each grade level.</p> <p>Evidence of teachers establishing clear learning targets and success criteria for students.</p> <p>Students can articulate what they need to do to gain mastery of the standard.</p>



SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
		Artifacts	Evidence	
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share and understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p>	<p>Curriculum: Curriculum pacing guides for Algebra I, 9th grade Literature, Physical Science and Spanish I, including standards, instructional, and assessment expectations</p> <p>Assessment: Benchmarks, EOC, and grades will be compiled to passing in order to receive completion.</p> <p>Common assessments are reviewed during the year to ensure alignment.</p> <p>Instruction: All teachers establish and communicate clear learning targets and success criteria aligned to the required Georgia Standards of Excellence.</p> <p>Learning targets are evident throughout the lesson and in student work.</p>	<p>Curriculum pacing guides</p> <p>Student work</p> <p>Common assessments</p> <p>EOC data</p> <p>Assessment data</p> <p>Grade level meeting notes</p> <p>Leadership meeting notes</p>	<p>School Leaders Demonstrate: Deep understanding of the curriculum that is being taught in Algebra I, 9th grade Literature, Physical Science and Spanish I at each grade level (6th-8th) along with the pacing guides.</p> <p>Teachers Demonstrate: Clearly communicating the learning targets and the criteria required to master the standards in Algebra I, 9th grade Literature, Physical Science and Spanish I.</p> <p>Consistent implementation of common assessments and benchmark assessments throughout the school year.</p> <p>Students Demonstrate: Knowledge of which standards they have mastered and which ones they need to master.</p>	<p>Teachers teach according to designed curriculum documents and pacing guides at each grade level.</p> <p>Evidence of teachers establishing clear learning targets and success criteria for students.</p> <p>Students can articulate what they need to do to gain mastery of the standard.</p>



SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
		Artifacts	Evidence	
<p>Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p>	<p>Curriculum: Curriculum pacing guides including standards, instructional, and assessment expectations.</p> <p>Assessment: Students receive screeners to enter ESOL services and ACCESS assessment at the end of year.</p> <p>Progress monitoring kept on students throughout the year.</p> <p>Instruction: Goals are set for students based on data from Screener/ACCESS.</p>	<p>WIDA/ACCESS data</p> <p>Goals of student</p> <p>WIDA ELD Standards Based Framework</p> <p>Progress monitoring data</p> <p>Language expectations</p>	<p>School Leaders Demonstrate: Understanding of WIDA and encouraging students to work hard in order to test out before middle/high school.</p> <p>Teachers Demonstrate: Create attainable goals based on standards from WIDA</p> <p>Students Demonstrate: Knowledge of which goals they have mastered and which they have yet to master.</p>	<p>Teachers teach according to designed WIDA curriculum documents and pacing guides at each grade level.</p> <p>Evidence of teachers establishing clear goals and success criteria for students</p>



SMART GOAL #4 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
		Artifacts	Evidence	
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share and understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to Georgia Standards of Excellence.</p>	<p>Curriculum: Curriculum pacing guides including standards, instructional, and assessment expectations</p> <p>Assessment: Implement progress monitoring for all students with fidelity. Common assessments are reviewed during the year to ensure alignment.</p> <p>Instruction: All teachers establish and communicate clear learning targets and success criteria aligned to the required Georgia Standards of Excellence.</p> <p>Learning targets are evident throughout the lesson and in student work.</p>	<p>Curriculum pacing guides</p> <p>Student work</p> <p>Common assessments</p> <p>Progress monitoring data</p> <p>Assessment data</p> <p>Grade level meeting notes</p> <p>Leadership meeting notes</p>	<p>School Leaders Demonstrate: Deep understanding of the curriculum that is being taught in Reading and Math at each grade level along with the pacing guides.</p> <p>Teachers Demonstrate: Clearly communicating the IEP goals and the criteria required to master the standards in Reading and Math.</p> <p>Clarity of which students are not mastering the standards in Reading and Math.</p> <p>Consistent implementation of common assessments and benchmark assessments throughout the school year.</p> <p>Students Demonstrate: Articulation of their IEP goals in Reading and Math which is consistent and pervasive within Reading and Math.</p>	<p>On-going monitoring of articulation of both teachers and students of the IEP goals in Reading and Math.</p> <p>Teachers teach according to designed curriculum documents and pacing guides at each grade level.</p> <p>Evidence of teachers establishing clear IEP goals and success criteria for students.</p> <p>Students can articulate what they need to do to gain mastery of the standard.</p>



SMART GOAL #5 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
		Artifacts	Evidence	
<p>Curriculum Standard 2: Design curriculum documents and aligns resources with the intended rigor of the required standards</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to Georgia Standards of Excellence.</p> <p>Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data</p>	<p>Curriculum: STEM/Science curriculum developed and implemented</p> <p>Curriculum pacing guides including standards, instructional, and assessment expectations</p> <p>STEM Curriculum best practices developed and implemented</p> <p>Assessment: Implement STEM pre/post assessments</p> <p>Common assessments are reviewed during the year to ensure alignment.</p> <p>Measures of Academic Progress Math and Science assessments for third - seven grades.</p> <p>Georgia Milestone State Science assessments for 5th graders</p> <p>Instruction: All teachers establish and communicate clear learning targets and success criteria aligned to the required Georgia Standards of Excellence in Science and Mathematics</p> <p>Learning targets are evident throughout the lesson and in student work.</p> <p>Professional Learning: Professional learning needs for STEM are identified and differentiated</p> <p>Project-Based Learning</p>	<p>Curriculum pacing guides</p> <p>Student work</p> <p>Pre/Post Science and Math Assessments</p> <p>Common assessments</p> <p>Assessment data</p> <p>STEM team meeting notes</p> <p>STEM Leadership team meeting notes</p> <p>STEM Notebooks</p>	<p>School Leaders Demonstrate: Deep understanding of the STEM curriculum/Best practices that is being taught in Math and Science at each grade level along with the pacing guides.</p> <p>Teachers Demonstrate: Clearly communicating the STEM learning targets and the criteria and the criteria required to master the targets in Math and Science</p> <p>Consistent implementation of STEM best practices</p> <p>Students Demonstrate: Articulation of the STEM learning targets in Math and Science which is consistent and pervasive within Math and Science</p> <p>Knowledge of which standards they have mastered and which ones they need to master.</p>	<p>On-going monitoring of articulation of both teachers and students of the STEM best practices</p> <p>Teachers teach according to designed curriculum documents and pacing guides at each grade level.</p> <p>Evidence of teachers establishing clear learning targets and success criteria for students.</p>



SMART GOAL #6 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
		Artifacts	Evidence	
<p>Family and Community Engagement Standard 1: Creates an environment that welcomes, encourages, and connects family and community members to the school</p> <p>Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families</p> <p>Family and Community Engagement Standard 5: Develops the capacity of families to use support strategies at home that will enhance academic achievement</p>	<p>Implement Curriculum Night to inform parents about curriculum per grade level.</p> <p>Parent Resource Center will be open and available for students.</p> <p>Implement parent information sessions to inform them how they can help their students at home</p>	<p>Agendas and Sign in sheets for any parental meetings held at the school</p>	<p>School Leaders Demonstrate: Ensures that the school environment is welcoming and parents are encouraged to connect with the teachers and staff involved with their child.</p> <p>Teachers Demonstrate: Teachers communicate clearly with the parent about the achievement status of their child.</p> <p>Teachers build a relationship with the parents and communicate ways to help their child at home.</p> <p>Students Demonstrate: Students can communicate to parents their academic expectations.</p>	<p>On-going monitoring with parent teacher conferences and informational sessions.</p> <p>Scheduled nights for parents to come and learn more about the curriculum being taught to their child (Curriculum night, STEM night, etc.).</p>



Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Math Reading	Monthly		Instructional Coaches	Walkthroughs Observations	Common Assessments Student Work Student Conferences
GaDOE ESOL/ELL Trainings	Quarterly		ESOL Teachers	Walkthroughs Observations	Learning goals WIDA/ACCESS Assessments
STEM	Weekly		STEM Coordinator STEM Instructional Coach	Walkthroughs Observations	STEM Notebooks Student Conferences Pre/Post Assessments MAP (Math/Science) Student Work