

Alcy Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts - Alcy will increase formative assessments Met Plus Exceeded rates in all grades 3-5 from 23% in 2024 to 33% in 2025.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Support implementation of standards aligned curricula</p> <p>Rationale -----</p> <p>Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Supporting Data -----</p> <p>*Existing Strategy*</p> <p>* Overall Mastery Connect Met/Exceeded in 3-5 ELA was 22.6% Spring 2024. * Mastery Connect Exceeded Expectations in 3-5 ELA was 4.8% Spring 2024.</p> <p>Benchmark Indicator Implementation</p>	<p>[A 1.1.1] Implement Wonders Curriculum</p> <p>Description -----</p> <p>Literacy content teachers are set to implement, plan, and deliver learning experiences based on standards using the Wonders Curriculum, focusing on three instructional practices: Academic Vocabulary, Gradual Release, and Writing.</p> <p>Implementation -----</p> <p>* Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. * Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards. * Weekly schedule of coaching support</p>	Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Villette Jones, PLC Coach	03/31/2025		

<p>-----</p> <p>* Daily Informal Walkthrough using the District Walkthrough Protocol and Debriefing Document</p> <p>* Weekly Informal observation and feedback using the TEM rubric</p> <p>* Weekly PD agendas and sign-in</p> <p>* Fall, Winter, and Spring Formative Assessments OTM scores in ELA.</p> <p>Effectiveness</p> <p>-----</p> <p>The overall Formative Assessments Met Expectations in ELA will increase from 23% in Spring 2024 to 33% or higher in Spring in 2025 by increasing 3.4% or higher each formative assessment (Fall 2024, Winter 2024, Spring 2025).</p>	<p>* Weekly PD and/or planning collaborative agendas and sign-in</p> <p>Effectiveness</p> <p>-----</p> <p>* Improve teacher instructions of classroom observations to reflect at least 85% of the instructional observed time.</p> <p>* Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5.</p> <p>* Increase OTM rates by 10.0% or higher each formative assessment (Fall 2024, Winter 2024, Spring 2025).</p> <p>* Students should perform at or above the 70% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>				
	<p>[A 1.1.2] Provide Supplemental Resources to Promote Student Achievement</p> <p>Description</p> <p>-----</p> <p>Students and teachers will be provided with additional resources such as reading subscriptions; online resources (Accelerated Reader); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (Lu Interactive program, Student computers, interactive boards and eGlass stations, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.), along with laptop carts to provide resources needed to support student achievement in core content areas.</p>	<p>Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Vilette Jones, PLC Coach</p>	<p>03/31/2025</p>	<p>SSIG</p> <p>Tag 4.0</p> <p>SSIG 2.0</p>	

	<p>Implementation -----</p> <ul style="list-style-type: none">* Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.* Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.* Weekly schedule of coaching support* Weekly PD and/or planning collaborative agendas and sign-in <p>Effectiveness -----</p> <ul style="list-style-type: none">* Improve teacher instructions of classroom observations to reflect at least 85% of the instructional observed time daily.* Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5 annually.* Increase OTM rates by 10.0% or higher each formative assessment (Fall 2024, Winter 2024, Spring 2025).* Students should perform at or above the 70% on formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.				
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	<p>[A 1.1.3] Improve student achievement and growth by promoting rich learning environments</p> <p>Description -----</p> <p>Alcy Elementary is committed to securing the necessary supplies, materials, equipment, and resources to bolster academic growth and achievement in reading and language arts. With an increasing number of students presenting diverse academic challenges, teachers require support to enhance their capacity for effective first instruction, deep understanding of content standards, and the planning and delivery of instruction that considers the social-emotional and academic needs and interests of students. Priority schools necessitate a range of supports to influence student growth and achievement, including coaching cycles, collaborative planning and teaching, analysis of student work, tutoring, and the implementation of strategies that actively engage students in learning. We are dedicated to providing training, tools, direct support, and coaching, and will collaborate with established Tier I Teachers, Instructional Coaches, and vendors to offer training and support aimed at improving student outcomes.</p> <p>Implementation -----</p> <p>* Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>* Quarterly review of TEM observation data to</p>	<p>Dr. Villette Jones, PLC Coach</p>	<p>03/31/2025</p>		
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	<p>monitor educators' delivery of standard aligned lessons to the TN Standards.</p> <ul style="list-style-type: none"> * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Improve teacher instructions of classroom observations to reflect at least 85% of the instructional observed time. * Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5. * Increase OTM rates by 10.0% or higher each formative assessment (Fall 2024, Winter 2024, Spring 2025) in ELA. * Students should perform at or above the 70% on formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. 				
	<p>[A 1.1.4] Instructional Coaches Description -----</p> <p>Instructional Coaches are tasked with conducting learning walks and offering prompt feedback to educators. They will create tailored professional development and coaching strategies to address specific needs, which encompass but are not limited to, quality initial teaching, understanding of content standards, proficient planning, and instruction delivery. Additionally, they will engage in joint planning meetings to aid teachers in implementing effective teaching strategies, model and explain the stratification of instructional activities for individual or group learning, and guide</p>	<p>Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Vilette Jones, PLC Coach</p>	03/31/2025		

	<p>teachers in making data-driven, standards-aligned instructional choices.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. * Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards. * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Improve teacher instructions of classroom observations to reflect at least 85% of the instructional observed time. * Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5. * Increase OTM rates in ELA by 5.3% on each formative assessment (Fall 2024, Winter 2024, Spring 2025). * 40% of teachers coached will score a 3 or higher in Teach indicators 1, 2, and 3 across core contents. 				
	<p>[A 1.1.5] Provide Additional Informational Text Resources Description</p>	<p>Eureka McAfee, Principal,</p>	<p>03/31/2025</p>		

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	<p>instructional observed time.</p> <ul style="list-style-type: none"> * Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5. * Increase OTM rates by 10.0% or higher each formative assessment (Fall 2024, Winter 2024, Spring 2025). * Students should perform at or above the 70% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. 				
	<p>[A 1.1.6] ELA Assessment Planning</p> <p>Description</p> <p>-----</p> <p>The Assessment Team and 3rd - 5th grade level teachers will create ELA formative assessments.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. * Formative Assessment (Mastery Connect-Fall, Winter, Spring) * Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards. * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in <p>Effectiveness</p>	<p>Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Villette Jones, PLC Coach</p>	03/31/2025	TAG 4.0	

	<p>-----</p> <ul style="list-style-type: none"> * Improve teacher instructions of classroom observations to reflect at least 85% of the instructional observed time. * Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5. * Increase OTM rates by 10.0% or higher each formative assessment (Fall 2024, Winter 2024, Spring 2025). * Students should perform at or above the 70% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. 				
	<p>[A 1.1.7] Data Driven Instructional Planning</p> <p>Description</p> <p>-----</p> <p>Classroom teachers will participate in an on-going process of reviewing data and planning for reteaching and next steps after each district formative assessments administration.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Weekly lesson plans and deliberate practice sessions. * Daily classroom observations (Classroom Walkthrough Protocol and Debriefing Document) that reflect student engagement in the content. * Quarterly review and disaggregation of CFA ELA data reports. 	<p>Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Villette Jones, PLC Coach</p>	03/31/2025	TAG 4.0	

	<p>Effectiveness -----</p> <p>* Weekly review of lesson plans during collaborative planning will reflect best practices and effective strategies that align to the standards at 100%.</p> <p>* Daily classroom observations will reflect student engagement in the content at least 85% of the observed instructional time.</p> <p>* CFAs (Fall, Winter, and Spring) will show growth in students shifting from below to approaching, approaching to On-Track, and/or On-Track to Mastery by at least 2% per assessment window.</p>				
<p>[S 1.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale -----</p> <p>Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look-fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Supporting Data -----</p> <p>*Existing Strategy*</p> <p>* TEM scores of 3 or higher showed an increase from 56% Spring 2023 to 100% Spring 2024*.*</p> <p>* Exceeded the State's TNReady participation rate of 80%.</p> <p>Benchmark Indicator</p> <p>Implementation -----</p>	<p>[A 1.2.1] Provide Instructional Practices Training for Educational Epiphany</p> <p>Description -----</p> <p>All members of the Administrative Leadership Team; Principal, Assistant Principal, PLC Coach, and Instructional Facilitator will provide weekly professional development conducted through PLC and faculty meetings. The meeting topics will be focus on Reading Language Arts standards, performance-based objectives, reading implementation strategies, gradual release of responsibility, and higher order thinking skills to ensure teachers understand the curriculum.</p> <p>Implementation -----</p> <p>* Weekly Administrative Leadership Team meeting.</p> <p>* Weekly ILT Meeting schedule with agenda and/or desired outcomes</p> <p>* Weekly coaching forms with actionable feedback</p> <p>Effectiveness -----</p>	<p>Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Villette Jones, PLC Coach</p>	<p>03/31/2025</p>		

<p>* Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>* ILT sessions are facilitated monthly by principals to support content lead teachers, PLC Coaches, and Instructional facilitators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>* New teacher professional learning supports are offered monthly each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <p>* Weekly classroom walkthroughs and implementation evidence of Instructional Practices</p> <p>* Annual Insight leadership scores</p> <p>* Quarterly report results: Classroom Walkthroughs, TEAM/TEM observations, academic data reports (common assessments, TNReady, etc.), and surveys.</p> <p>Effectiveness</p> <p>-----</p> <p>* Principal will utilize a district protocol for hiring to align staff expertise with the school needs and increase retention rates of Level 3-5 teachers annually from 2024-2024 80% to 90% or higher 2024-2025.</p> <p>* The percentage of observed lessons meeting the expectations of the district instructional frameworks will increase from 41.8% from Spring 2024 to 52% Spring of 2025 with a 2.5% or higher increase per quarter.</p> <p>* The percentage of EL Tier II students needing</p>	<p>* 80% of coaching plans will be executed as scheduled and planned and increase by 5% each quarter to meet the overall goal of 100%.</p> <p>* Increase OTM rates by 3.4% or higher each MC assessment (Fall 2024, Winter 2024, Spring 2025).</p> <p>* Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5.</p>				
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<p>ELA Intervention will decrease from 5% from Fall 2024 to Spring 2025 by decreasing 1.25% or more per quarter.</p> <p>* The percentage of EL Tier III students needing ELA Intervention will decrease 5% from Fall 2024 to Spring 2025 by decreasing 1.25% or more per quarter.</p>					
	<p>[A 1.2.2] Professional learning opportunities to strengthen content leaders' pedagogy.</p> <p>Description</p> <p>-----</p> <p>Instructional leadership team members will attend professional learning in-town and out-of-town conferences to gain knowledge on core leadership skills to facilitate effective school professional development opportunities for teachers who provide instructions in reading classrooms. Training sessions build educator excellence to give all students the opportunity for success with a focus on student engagement, blended learning, and standards aligned instruction. Participants will develop an understanding of tools and research-based practices that drive students towards owning their own learning and eliminating equity gaps to directly impact student success with aligned resources. Professional Learning sessions may include Effective Blended Learning; Student Engagement, Thinking, and Choice; Maximizing Student Ownership of Learning; Who is Doing the Thinking and Problem Solving; or Effectively Using Student Work to Make Instructional Decisions.</p> <p>Implementation</p> <p>-----</p> <p>* Quarterly course selection based on school staff needs.</p> <p>* Weekly PD agenda, materials and sign-in</p>	<p>Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Villette Jones, PLC Coach</p>	<p>03/31/2025</p>		

	<p>Effectiveness</p> <p>-----</p> <p>* Increase OTM rates by 3.4% or higher each MC assessment (Fall 2024, Winter 2024, Spring 2025).</p> <p>* Improve teacher instructions of classroom observations to reflect at least 85% of the instructional observed time.</p>				
<p>[S 1.3] Provide support for early warning and multi-tiered student response systems</p> <p>Rationale</p> <p>-----</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data</p> <p>-----</p> <p>*Existing Strategy*</p> <p>* 2.7% decrease in percentage points of students performing “Below” on both ELA and Math Mastery Connect assessments from Spring 2023 to Spring 2024.</p> <p>* Alcy demonstrated double digit decreases in 1st grade Math “Below” on Mastery Connect from the Fall 2023 to Spring 2024 assessment</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p>	<p>[A 1.3.1] Implement Response to Instruction and Intervention (RTI2)/MTSS</p> <p>Description</p> <p>-----</p> <p>The MTSS Team will consult with the school psychologist and teachers to determine appropriate interventions for students. Students will receive forty-five minutes of quality intervention instruction daily. Students' progress and teachers' effective teaching practices will be monitored through intervention walkthrough tools, fidelity checks, universal screeners, and progress monitoring assessments.</p> <p>Implementation</p> <p>-----</p> <p>* Monthly Data Team Meeting agenda and sign-in</p> <p>* Weekly Fidelity check notes/records</p> <p>* Quarterly MTSS Compliance reports</p> <p>* Weekly Informal Walkthroughs</p> <p>Effectiveness</p> <p>-----</p>	<p>Dr. Villette Jones, PLC Coach; Sonya Harris-McGhee</p> <p>,</p> <p>Interventionist; Sherika Taper, School Counselor; Lakeisha Cottrell, Assistant Principal; Eureka McAfee, Principal</p>	03/31/2025		

<p>* Monthly progress monitoring data review of students' performance in targeted intervention (AimsWeb) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>* Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>* Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>* Weekly Informal Walkthrough data</p> <p>* Monthly PD agendas and sign-in</p> <p>* Fall, Winter, and Spring Mastery Connect OTM scores in ELA</p> <p>Effectiveness -----</p> <p>* Improve teacher instructions of classroom observations to reflect at least 85% of the instructional observed time.</p> <p>* Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5.</p> <p>* Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter</p> <p>* Increase OTM rates in ELA by 5.3% on each MC assessment (Fall 2024, Winter 2024, Spring 2025).</p>	<p>* The percentage of out of compliance students will decrease incrementally by 1.5% or more per quarter.</p> <p>* The number of Tier III students requiring intervention will decrease 5% from the Fall 2024 to Winter 2024 assessment period and an additional 5% from the Winter to the Spring 2025 assessment.</p>				
	<p>[A 1.3.2] Collaboration with RTI Leads and Data Team</p>	<p>Sonya Harris-McGhee</p>	<p>03/31/2025</p>		

	<p>Description -----</p> <p>The MTSS Team, in collaboration with the school psychologist and teachers, will identify suitable interventions for students. Each student will receive forty-five minutes of high-quality intervention instruction every day. The effectiveness of teaching practices and student progress will be evaluated using intervention walkthrough tools, fidelity checks, universal screeners, and progress monitoring assessments.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Monthly Data Team Meeting agenda and sign-in * Weekly Fidelity check notes/records * Quarterly MTSS Compliance reports * Weekly Informal Walkthroughs <p>Effectiveness -----</p> <ul style="list-style-type: none"> * The percentage of out of compliance students will decrease incrementally by 1.5% or more per quarter. * The number of Tier III students requiring intervention will decrease 5% from the Fall 2024 to Winter 2024 assessment period and an additional 5% from the Winter to the Spring 2025 assessment. 	<p>, Interventionist; Sherika Taper, School Counselor; Dr. Villette Jones, PLC Coach; Lakeisha Cottrell, Assistant Principal; Eureka McAfee, Principal</p>			
<p>[S 1.4] Recruit, retain and hire highly effective educators.</p> <p>Rationale -----</p> <p>Alcy is often understaffed with new or waiver</p>	<p>[A 1.4.1] Effective Teacher Retention Bonus</p> <p>Description -----</p> <p>A \$3,000.00 retention bonus will be awarded to each effective K-5 teacher of record, including ELL,</p>	<p>Eureka McAfee, Principal, Lakeisha Cottrell, Assistant</p>	03/31/2025	SSIG 2.0	

<p>licensed teachers and therefore benefit from additional supports outside of the SBB based on their unique needs such as Bi-Lingual Mentor, Interventionists, Content Support teacher based on student achievement data trends, and/or additional Teacher Assistants. Providing these positions helps to decrease chronic absenteeism, decrease discipline rates, and increase overall student achievement to provide effective teachers and leaders.</p> <p>Benchmark Indicator</p> <ul style="list-style-type: none"> * Daily schedules * Quarterly CFA Data Reports * 20-day attendance reports * Monthly School Discipline Rates * Yearly Teacher Retention Data * Bi-yearly Climate Survey * Monthly Alcy Elementary Core Value Assemblies 	<p>Clue, SPED, and Interventionist who directly support the ELA content, and earn an LOE score of 3, 4 or 5. Teachers must have a 93% attendance rate.</p> <p>Bonuses will be issued after the first 20 days of SY2024-2025, prior to June 20, 2025.</p> <p>15 @ \$3,000= \$45,000 (salary and benefits)</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * TEM scores * LOE rates * 100% of candidates will be identified when LOE scores are released * Eligible effective teachers with LOE scores will receive the retention bonus after the first twenty days of the 2024-2025 school year. <p>Effectiveness -----</p> <ul style="list-style-type: none"> * A 50% increase in teacher retention rates from 2023-2024 to 2024-2025. * A 3% increase of teachers scoring a 3, 4 or 5 LOE scores from the previous school year. * Increase OTM rates by 3.4% or higher each MC assessment (Fall 2024, Winter 2024, Spring 2025). * Improve teacher instructions of classroom observations to reflect at least 85% of the instructional observed time. 	Principal, Dr. Vilette Jones, PLC Coach			
	<p>[A 1.4.2] School Leadership Team Retention Bonus</p> <p>Description -----</p> <p>Alcy will offer retention bonuses (\$5,000) to help retain candidates.</p>	Eureka McAfee, Principal	05/05/2025	SSIG 2.0	

	<p>Alcy's leadership team receive monthly training to develop and strengthen leadership competencies that support the work. Effectiveness of strategies are monitored through insight surveys, TEAM/TEM indicators, and student growth and achievement data.</p> <p>Alcy will offer a retention bonus (\$5,000) for principal, assistant principal, plc coach, and instructional facilitator. Retention bonuses will be issued during the 1st semester of SY2024-25. Retention bonuses (\$5,000) are offered to help retain candidates within priority schools who meet a minimum of 4 out of 8 criteria with at least 1 of the 4 criteria being an accountability metric. School leadership teams are provided specific training to develop and strengthen leadership competencies that support the work.</p> <p>@ \$5,000 each 1 principal, 1 assistant principal, 1 plc coach, 1 instructional facilitator = \$20,000</p> <p>Implementation -----</p> <p>To ensure that Alcy's school leadership team have equal access to receiving the retention funds, tailored vendor services with research proven results are used to provide additional support and to build capacity of the leadership team to construct models of continuous learning that will yield a lasting and sustainable return on investments.</p> <p>100% of candidates eligible for the retention bonus will be identified by or before May 5, 2025, and 100% of the bonus will be paid by or before June 30, 2025.</p>				
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	<p>Effectiveness -----</p> <p>School Leadership Team is required to meet 3 out of 7 criteria below to be eligible for the retention bonus and one of the four criteria must be a state accountability metric.</p> <p>* Attendance: Meet or exceed student attendance rates of 93% or higher for 2023-2024 SY</p> <p>* Suspension Rate: Decrease in Suspension rates from 22-23 to 23-24 3.0% or more</p> <p>* Chronic Absenteeism: Decrease CA by at least 3.0% from 22-23 to 23-24</p> <p>* TVAAS Literacy: Score of a 4 or 5</p> <p>* TVAAS Math: Score of a 4 or 5</p> <p>* TCAP Testing Participation: Rate of 95% or more</p> <p>* 90% of leadership team will be retained for the following (2024-25) school year</p> <p>Alcy has targeted goals for the selected metrics as well as high-impact 90-day plan to monitor implementation of intentional strategies, assessing benchmarks, and a summary of the progress made citing appropriate evidence to meet the established goal. If progress has not been made towards the goal, plans are revisited, and adjustments are made to ensure the strategy is implemented successfully and that leadership teams are making progress as well as have a framework for continuous improvement.</p>				
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[G 2] Mathematics - Alcy will increase Formative Assessments Met Plus Exceeded rates in all grades from 18.7% in 2024 to 28.7% in 2025.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's

high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Support implementation of standards aligned curricula</p> <p>Rationale -----</p> <p>Teachers at Alcy will design and implement lessons aligned with standards, using data-informed instruction to intentionally focus on providing daily exposure to a challenging math curriculum. This approach will foster student engagement with significant content, build upon existing knowledge (prerequisite skills), and enhance mastery of Tennessee Standards, preparing students for college and career readiness.</p> <p>Supporting Data -----</p> <p>*Existing Strategy*</p> <p>* Overall Mastery Connect Met/Exceeded in Math was 18.2% Spring 2023 and 18.7% Spring 2024. * Mastery Connect Exceeded Expectations in K-2 Math was 21.8% Spring 2023 and 28.7% Spring 2024.</p> <p>Benchmark Indicator</p> <p>Implementation -----</p>	<p>[A 2.1.1] Implement Envision Math Curriculum</p> <p>Description -----</p> <p>Mathematics content teachers will implement, plan, and deliver standards-based learning experiences using the EnVision Math Curriculum with an emphasis on the Memphis -Shelby County School Direct Teacher Model (DTM) which embeds the 5 E Instructional model (Engage, Explore, Explain, Elaborate, and Evaluate). Measuring Up will also be used for additional math resource to promote student achievement in core content areas.</p> <p>Implementation -----</p> <p>* Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. * Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards. * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in</p>	Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach	03/31/2025	SSIG	

<ul style="list-style-type: none"> * Daily Informal Walkthrough data using the District Classroom Walkthrough Protocol and Debriefing Document * Weekly Informal observation and feedback using the TEM rubric * Weekly PD agendas and sign-in * Fall, Winter, and Spring formative assessments <p>OTM scores in Math</p> <p>Effectiveness -----</p> <p>* The overall formative assessments Met Expectations in Math will increase from 18.7% in Spring 2024 to 28.7% or higher in Spring in 2025 by increasing 3.4% or higher each formative assessment (Fall 2024, Winter 2024, Spring 2025).</p>	<p>Effectiveness -----</p> <ul style="list-style-type: none"> * Improve teacher instructions of classroom observations to reflect at least 85% of the instructional observed time. * Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5. * Increase OTM rates by 10.0% or higher each formative assessment (Fall 2024, Winter 2024, Spring 2025). * Students should perform at or above the 70% on formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. 				
	<p>[A 2.1.2] Provide Supplemental Resources to Improve Student Achievement</p> <p>Description -----</p> <p>Students and teachers will receive supplementary resources including mathematics subscriptions, online materials, and classroom supplies for math centers such as books, hands-on manipulatives, and games. Educational technology like computers, interactive boards, headphones, and mice, as well as essential classroom and student supplies like pencils, paper, tablets, folders, agenda books, glue, and tape, will also be provided to bolster classroom teaching and elevate student performance.</p> <p>Implementation -----</p>	Dr. Villette Jones, PLC Coach	03/31/2025		

	<ul style="list-style-type: none"> * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. * Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards. * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Improve teacher instructions of classroom observations to reflect at least 85% of the instructional observed time. * Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5. * Increase OTM rates by 10.0% or higher each formative assessment (Fall 2024, Winter 2024, Spring 2025). * Students should perform at or above the 70% on formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. 				
	<p>[A 2.1.3] Improve student achievement and growth by supporting rich learning environments</p> <p>Description -----</p> <p>Alcy Elementary is committed to acquiring the</p>	Dr. Villette Jones, PLC Coach	03/31/2025		

	<p>necessary supplies, materials, equipment, and resources to foster academic growth and success in mathematics. With a growing number of students presenting diverse academic challenges, teachers require support to enhance their capacity for effective first instruction, deep understanding of content standards, and proficient planning and delivery of lessons that consider the social-emotional and academic needs and interests of their students. Priority schools' benefit from a range of support mechanisms that positively affect student growth and achievement, including coaching cycles, collaborative planning, co-teaching, analysis of student work, and the implementation of strategies that actively engage students in learning. We are dedicated to providing training, tools, direct support, and coaching, and will collaborate with vendors known for their effectiveness to offer training and support that will influence student outcomes.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards. * Weekly schedule of coaching support 				
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	<p>* Weekly PD and/or planning collaborative agendas and sign-in</p> <p>* Fall, Winter, and Spring Mastery Connect Data</p> <p>Effectiveness -----</p> <p>* Increase OTM rates by 3.5% or higher each MC assessment (Fall 2024, Winter 2024, Spring 2025).</p>				
	<p>[A 2.1.4] Mathematics Assessment Planning</p> <p>Description -----</p> <p>The Assessment Team and 3rd - 5th grade level teachers will create Math formative assessments.</p> <p>Implementation -----</p> <p>* Daily classroom observations using the District Classroom Observation Protocol and Debriefing Document</p> <p>* Weekly schedule of coaching support</p> <p>* Weekly PD and/or planning collaborative agendas and sign-in</p> <p>* Formative Assessment Data - Fall, Winter, and Spring</p> <p>Effectiveness -----</p> <p>* Increase OTM rates by 3.5% or higher each formative assessment (Fall 2024, Winter 2024, Spring 2025).</p>	<p>Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Vilette Jones, PLC Coach</p>	03/31/2025	TAG 4.0	
	<p>[A 2.1.5] Math Curriculum Coach</p> <p>Description -----</p>	<p>Eureka McAfee, Principal;</p>	03/31/2025	TAG 4.0	

	<p>Math Instructional Coach will conduct learning walks and provide immediate feedback to teachers. Design differentiated professional development and coaching plans for areas of need (includes but not limited to good first teaching, knowledge of content standards, effective planning, delivery of instruction). Participate in collaborative planning sessions to assist teachers in delivery of effective instruction, practice and demonstrate how to tier instructional activities for small or whole group instruction, and support teachers to make informed standards-aligned instructional decisions after analyzing student data.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards. * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in * Fall, Winter, and Spring Mastery Connect (District Formative Assessment) Data 	<p>Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach</p>			
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	<p>Effectiveness -----</p> <p>* Increase OTM rates in Math by 3.5% or higher each MC assessment (Fall 2024, Winter 2024, Spring 2025).</p> <p>* 40% of teachers coached will score a 3 or higher in Teach indicators 1, 2, and 3 across core contents.</p>				
	<p>[A 2.1.6] Educational Assistants Description -----</p> <p>Educational Assistants work directly with K-5 in the areas of Math foundational skills to support small group instructions. K-5 classroom will be equipped with an assistant for support in helping students achieve academic success.</p> <p>Implementation -----</p> <p>* Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in the educational assistants' abilities to effectively provide students with instructional supports that align with state standards.</p> <p>* Weekly Collaborative Planning</p> <p>* Fall, Winter, and Spring Formative Assessment (Mastery Connect)</p> <p>Effectiveness -----</p> <p>* Daily classroom observations will reflect student engagement in the content at least 85% of the instructional observed time.</p> <p>* Weekly collaborative planning through PLCs will</p>	<p>Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach</p>	03/31/2025	TAG 4.0	

	<p>reflect best practices and effective strategies that align to the standards at 100%.</p> <p>* CFAs given Fall, Winter and Spring will show growth in students shifting from below to approaching, approaching to OTM by at least 2% per assessment window.</p>				
	<p>[A 2.1.7] Data Driven Instructional Planning</p> <p>Description</p> <p>-----</p> <p>Classroom teachers will participate in an on-going process of reviewing data and planning for reteaching and next steps after each district formative assessments administration.</p> <p>Implementation</p> <p>-----</p> <p>* Weekly lesson plans and deliberate practice sessions.</p> <p>* Daily classroom observations (Classroom Walkthrough Protocol and Debriefing Document) that reflect student engagement in the content.</p> <p>* Quarterly review and disaggregation of CFA Math data reports.</p> <p>Effectiveness</p> <p>-----</p> <p>* Weekly review of lesson plans during collaborative planning will reflect best practices and effective strategies that align to the standards at 100%.</p> <p>* Daily classroom observations will reflect student engagement in the content at least 85% of the observed instructional time.</p> <p>* CFAs (Fall, Winter, and Spring) will show growth</p>	<p>Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach</p>	03/31/2025	TAG 4.0	

	in students shifting from below to approaching, approaching to On-Track, and/or On-Track to Mastery by at least 2% per assessment window.				
<p>[S 2.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale -----</p> <p>Offer continuous, high-quality professional development for school leaders, teachers, and instructional staff at both district and school levels, concentrating on instructional changes and strategies that enhance student performance. Equipping schools with highly effective teachers and leaders in schools that are often understaffed with disproportionate amounts of vacancies and new or waiver licensed teachers and therefore benefit from additional supports outside of the SBB based on unique needs such as a Bi-Lingual Mentor, Interventionists, Content support teacher based on student achievement data trends, and/or additional Teacher Assistants. Providing these positions helps to decrease chronic absenteeism, decrease discipline rates, and increase overall student achievement.</p> <p>Supporting Data -----</p> <p>*Existing Strategy*</p> <p>* TEM scores of 3 or higher showed an increase from 56% Spring 2023 to 100% Spring 2024*.* * Exceeded the State's TNReady participation rate of 80%.</p> <p>Benchmark Indicator Implementation -----</p> <p>* Instructional Leadership Team (ILT) meetings are</p>	<p>[A 2.2.1] Professional learning opportunities to strengthen content leaders' pedagogy.</p> <p>Description -----</p> <p>Members of Alcy's Instructional Leadership Team will participate in professional learning conferences to acquire core leadership skills. These skills are essential for providing effective professional development for teachers in reading instruction. The training aims to foster educator excellence, ensuring all students have the chance to succeed. This focus encompasses student engagement, blended learning, and instruction aligned with standards. Attendees will gain insights into tools and evidence-based practices that empower students to take charge of their learning, close equity gaps, and enhance student success through aligned resources. Potential Professional Learning sessions include topics like Effective Blended Learning: Student Engagement, Thinking, and Choice; Maximizing Student Ownership of Learning; Who is Doing the Thinking and Problem Solving?; and Effectively Using Student Work to Make Instructional Decisions.</p> <p>Implementation -----</p> <p>* Annual course selection based on school staff needs. * Weekly PD agenda, materials and sign-in</p> <p>Effectiveness -----</p> <p>* Increase ELA OTM rates by 3.5% on each</p>	<p>Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Vilette Jones, PLC Coach</p>	<p>03/31/2025</p>		

conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.

- * ILT sessions are facilitated monthly by principals to support content lead teachers, PLC Coaches, and Instructional facilitators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.
- * New teacher professional learning supports are offered monthly each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.
- * Weekly classroom walkthroughs and implementation evidence of Instructional Practices
- * Annual Insight leadership scores
- * Quarterly report results: Classroom Walkthroughs, TEAM/TEM observations, academic data reports (common assessments, TNReady, etc.), and surveys.

Effectiveness

- * Principal will utilize a district protocol for hiring to align staff expertise with the school needs and increase retention rates of Level 3-5 teachers annually from 2024-2024 80% to 90% or higher 2024-2025.
- * The percentage of observed lessons meeting the expectations of the district instructional frameworks will increase from 41.8% from Spring 2024 to 52% Spring of 2025 with a 2.5% or higher increase per quarter.
- * The percentage of EL Tier II students needing Math Intervention will decrease decrease 5% from

quarterly assessment (Fall 2024, Winter 2024, Spring 2025).

- * Increase Math OTM rates by 5.3% on each quarterly assessment (Fall 2024, Winter 2024, Spring 2025).

<p>Fall 2024 to Spring 2025 by decreasing 1.25% or more per quarter.</p> <p>* The percentage of EL Tier III students needing Math Intervention will decrease 5% from Fall 2024 to Spring 2025 by decreasing 1.25% or more per quarter.</p>					
	<p>[A 2.2.2] Provide Instructional Practices Training for Educational Excellence</p> <p>Description</p> <p>-----</p> <p>All members of the Administrative Leadership Team; Principal, Assistant Principal, PLC Coach, and Instructional Facilitator will provide weekly professional development conducted through PLC and faculty meetings. The meeting topics will be focus on standards, performance-based objectives, implementation strategies, gradual release of responsibility, and higher order thinking skills to ensure teachers understand the curriculum.</p> <p>Implementation</p> <p>-----</p> <p>* Weekly Meeting schedule with agenda and/or desired outcomes</p> <p>* Weekly coaching forms with actionable feedback</p> <p>Effectiveness</p> <p>-----</p> <p>* Increase ELA OTM rates by 3.5% on each quarterly assessment (Fall 2024, Winter 2024, Spring 2025).</p> <p>* Increase Math OTM rates by 5.3% on each quarterly assessment (Fall 2024, Winter 2024, Spring 2025).</p>	<p>Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach</p>	<p>03/31/2025</p>		
<p>[S 2.3] Provide support for early warning and multi-tiered student response systems</p>	<p>[A 2.3.1] Implement Response to Instruction and Intervention (RTI2)</p>	<p>Sherika Taper, Professional</p>	<p>03/31/2025</p>		

<p>Rationale -----</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data -----</p> <p>Existing Strategy</p> <p>* Overall Mastery Connect Met/Exceeded in Math was 18.2% Spring 2023 and 18.7% Spring 2024. * Mastery Connect Exceeded Expectations in K-2 Math was 21.8% Spring 2023 and 28.7% Spring 2023.</p> <p>Benchmark Indicator Implementation -----</p> <p>* Monthly progress monitoring data review of students' performance in targeted intervention (AimsWeb) to determine next steps of intervention support in an effort to get them to grade level. * Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and</p>	<p>Description -----</p> <p>The RTI Team, in collaboration with the school psychologist and the RTI Advisor, will identify suitable interventions for students. Each student will receive forty-five minutes of high-quality intervention instruction every day. The effectiveness of teaching practices and student progress will be evaluated using intervention walkthrough tools, fidelity checks, universal screeners, and progress monitoring assessments.</p> <p>Implementation -----</p> <p>* Monthly Data Team Meeting agenda and sign-in * Weekly Fidelity check notes/records * Quarterly RTI Compliance reports * Daily Informal Walkthroughs</p> <p>Effectiveness -----</p> <p>* Decrease out of compliance students incrementally by 1.5% or more per quarter. * The number of Tier III students requiring intervention will decrease by 5% from the Fall 2024 to Winter 2025 assessment period and an additional 5% from the Winter to the Spring 2025 assessment*.*</p>	<p>School Counselor; Sonya Harris-McGhee , Interventionist; Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Vilette Jones, PLC Coach</p>			
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<p>content delivery.</p> <ul style="list-style-type: none"> * Weekly Informal Walkthrough data * Monthly PD agendas and sign-in * Fall, Winter, and Spring Mastery Connect OTM scores in Math <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * Improve teacher instructions of classroom observations to reflect at least 85% of the instructional observed time. * Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5. * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter * Increase OTM rates in Math by 5.3% on each MC assessment (Fall 2024, Winter 2024, Spring 2025). 					
	<p>[A 2.3.2] Collaboration with RTI Leads and Data Team</p> <p>Description</p> <p>-----</p> <p>The RTI Team will consult with the school psychologist and the RTI Advisor to determine appropriate interventions for students. Students will receive forty-five minutes of quality intervention instruction daily. Students' progress and teachers' effective teaching practices will be monitored through intervention walkthrough tools, fidelity checks, universal screeners, and progress monitoring assessments.</p> <p>Implementation</p> <p>-----</p>	<p>Sherika Taper, Professional School Counselor; Sonya Harris-McGhee , Interventionist; Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach</p>	03/31/2025		

	<ul style="list-style-type: none"> * Monthly Data Team Meeting agenda and sign-in * Weekly Fidelity check notes/records * Quarterly RTI Compliance reports * Daily Informal Walkthroughs <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * The percentage of out of compliance students will decrease incrementally by 1.5% or more per quarter. * The number of Tier III students requiring intervention will decrease by 5% from the Fall 2024 to Winter 2025 assessment period and an additional 5% from the Winter to the Spring 2025 assessment. 				
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[G 3] Safe and Healthy Students - Alcy will reduce the percentage of projected chronically absent students from 40% in 2024 to 35% in 2025.

****Student Support and Services | Best for All Strategic Plan alignment: Student Readiness****

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

District Turnaround Plan Goal

[G 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Support students in overcoming barriers related to student attendance Rationale ----- Implement targeted interventions and support programs and initiatives that address identified	[A 3.1.1] Implement Behavioral RTIB Description ----- Teachers will use RTIB behavior interventions to support students. Students and their families will know core values, learning expectations, and the	Sherika Taper, Professional School Counselor; Sonya Harris-McGhee ,	03/31/2025		

<p>behavior needs and provide appropriate student supports.</p> <p>Supporting Data -----</p> <p>*Existing Strateg*y</p> <p>* Chronic absenteeism rate increased from 39% in 2023 to 42% in 2024. * Attendance rate increased from 89.3% in 2024.</p> <p>Benchmark Indicator Implementation -----</p> <p>* Student discipline reports - 20-day reporting period will assist in monitoring students' behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. * Attendance and suspension data - 20-day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. * Weekly monitoring for students identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p> <p>Effectiveness -----</p> <p>* Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase Spring 2025. * Will meet or exceed individual site-based attendance rates from 95% 2023-2024.</p>	<p>rules of engagement as teachers follow the steps of the Progressive Discipline Plan.</p> <p>Implementation -----</p> <p>* Student discipline reports - 20-day reporting period will assist in monitoring students' behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. * Attendance and suspension data - 20-day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. * Weekly monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p> <p>Effectiveness -----</p> <p>* Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase Spring 2025. * Will meet or exceed individual site-based attendance rates from 71% in 2023-2024.</p>	<p>Interventionist; Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach</p>			
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	<p>[A 3.1.2] Monitoring Student Attendance Description -----</p> <p>Alcy will utilize a streamlined process for monitoring student attendance and tracking at-risk (5-8% attendance rate) or chronically absent (10% attendance rate or higher) students.</p> <p>Implementation -----</p> <p>* Student discipline reports - 20-day reporting period will assist in monitoring students' behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. * Attendance and suspension data - 20-day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. * Weekly monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p> <p>Effectiveness -----</p> <p>* Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase Spring 2025. * Will meet or exceed individual site-based attendance rates from 71% in 2023-2024.</p>	<p>Sherika Taper, Professional School Counselor; Sonya Harris-McGhee , Interventionist; Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach</p>	03/31/2025		
	<p>[A 3.1.3] Student Attendance Incentives Description -----</p>	<p>Sherika Taper, Professional School</p>	03/31/2025	SSIG	

	<p>Alcy has developed a system for providing incentives for good and improved attendance such as certificates, ribbons, small trophies, medals, bikes, field trips, video game consoles or instructionally related items to be used in the classroom. Students will have the opportunity to attend field trips to experience hands-on, interactive activities and to motivate and support a positive learning environment.</p> <p>Students who meet the criteria of maintaining 70% of the twenty-day attendance will have the opportunity to participate in out-of-town field trips. This will include admission, travel, and meals for students who show 95% above attendance.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Daily attendance records * Bi-weekly attendance reports * 20-day attendance reports * Weekly student check-in to monitor students who show early signs (5-8% attendance rate) <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase Spring 2025. * Will meet or exceed individual site-based attendance rates from 71% in 2023-2024. 	<p>Counselor; Sonya Harris-McGhee , Interventionist; Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach</p>			
<p>[S 3.2] Provide opportunities to meaningfully engage families to support their child's learning</p> <p>Rationale -----</p> <p>Promote effective parent, family, and community</p>	<p>[A 3.2.1] Provide Parent Training</p> <p>Description -----</p> <ul style="list-style-type: none"> * The leadership team will provide quarterly training to parents and community members, on various 	<p>Monica Peeples, Family Engagement Specialist; Sherika Taper,</p>	03/31/2025	SSIG	

<p>engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Supporting Data -----</p> <p>*Existing Strategy*</p> <p>* Chronic absenteeism rate increased from 39% in 2023 to 40% in 2024. * Attendance rate increased from 89.3% in 2023.</p> <p>Benchmark Indicator Implementation -----</p> <p>* Analyze 20-day student attendance reports at semester's end to assess the effects of engagement events. * Evaluate the 20-day attendance and discipline reports at semester's end for schools with trained parent ambassadors to gauge their influence on attendance rates. * Execute a biannual survey of adopters to track their influence on student achievement through resource and time donations. * Generate bi-weekly reports on school attendance and conduct parent check-ins. * Prepare monthly agendas and record attendance for SART and SARB meetings. * Organize quarterly agendas and record participation for parent workshops.</p> <p>Effectiveness -----</p> <p>* A 2% incremental increase in attendance rates is reported every 20 days, culminating in an overall increase for Spring 2025.</p>	<p>topics for the 2024-2025 school year. Topics will include attendance, parental engagement opportunities, home to school connections, Wonders (Literacy Night) and Envision Math (Math and Science Night) curricula, understanding students' assessment data, and student achievement.</p> <p>* Students showing early warning signs (5-8% absence rate) will receive weekly check-ins and meetings with parents to help find supports/solutions to barriers to attendance.</p> <p>Implementation -----</p> <p>* Weekly Student check-in meeting documentation * Monthly Parent meeting documentation and sign-in</p> <p>Effectiveness -----</p> <p>* Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate in 2024-2025.</p>	<p>Professional School Counselor; Sonya Harris-McGhee , Interventionist; Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Vilette Jones, PLC Coach</p>			
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* The goal is to meet or surpass site-specific attendance rates, rising from 71% in 2023-2024.					
	<p>[A 3.2.2] School Attendance Team Collaboration</p> <p>Description</p> <p>-----</p> <p>The School Attendance Team will supply data regarding students who are chronically absent and those considered at risk.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign-in * SART and SARB agenda and sign-in * Quarterly monitoring of student intervention plans with specific reports <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * The number of students identified as at-risk for chronic absenteeism and requiring an intervention plan will decrease by 10% or more each quarter. * Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase Spring 2025. * Will meet or exceed individual site-based attendance rates from 71% in 2023-2024. 	<p>Sherika Taper, Professional School Counselor; Sonya Harris-McGhee , Interventionist; Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach</p>	03/31/2025		