Georgian Hills Middle Annual Plan (2022 - 2023)

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[G 1] Georgian Hills Middle will increase ELA on-track and mastery proficiency from 5.0% in 2022 to double AMO of 16.8% in 2023 (Spring).
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] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Support implementation of standards aligned curricula Rationale --------- *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.* Supporting Data -------------- The number of students scoring OTM on the 2020-2021 CFA increased from 2.6% to 15.8% in spring 2022. The number of SWD scoring OTM in spring 2020-2021 CFA increased from 2.8% to 26.3% in spring 2022.	**[A 1.1.1] My Perspective Curriculum (maps and guides)** Description ----------- The District adopted curriculum will be used by teachers to deliver content-based materials to students in grades 6-8. Implementation -------------- Weekly lesson plan feedback, Collaborative Planning, Safe practice and informal walkthroughs Effectiveness ------------- Students will score at 80% or higher on quarterly formative assessment	P. Askew	04/17/2023	TAG	

Benchmark Indicator Implementation -------------- *Weekly review of lesson plans* *Daily classroom walkthroughs* *Weekly Collaborative Planning* *Weekly Safe practice* *Weekly Data Team Meetings* Effectiveness ------------- During the SY 2022-2023: Quarterly Mastery and on track exit ticket data will increase to 70% or above Quarterly Increase ELA MasteryConnect on track and mastery to 70% or above By the end of first semester Increase teacher implementation of ELA instructional shifts at a minimum of 85% of teaching time.	Students will meet or exceed the proficiency score on the yearly TCAP teach				
	[A 1.1.2] Academic Walk-through Description ----------- Academic walk-throughs will be conducted by Admin and content lead supported through the iZone department to provide teachers feedback to improve instructional practices.	P. Askew	04/17/2023		

	Implementation -------------- Daily informal walkthroughs At least 1 formal observation per semester Effectiveness ------------ 90% of the teachers will implement the 4 core instructional practices daily 90% of the teachers will score at least 3 on the TEMS semester formal walkthroughs				
	[A 1.1.3] Model Effective Instructional Practices Description ----------- ILT members, including lead teachers. will model effective instructional to support teachers and allow for deliberate practice grounded in components of the teaching/coaching framework. Implementation -------------- *Informal walk through tools, * *PLC Safe Practice during Collaborative Planning*	P. Askew	01/31/2023		

	Effectiveness ------------ *90% of the teachers will score at least a 3 on the semester TEMS observations* *Students will score at least 80% on District quarterly formative assessments and TCAP assessment.*				
	[A 1.1.4] Instructional Materials and Supplies and Resources Description ----------- Materials and supplies will be provided for teachers and students to support the overall learning environment. Items will be purchased as needed and determined based on needs assessments and data reviews. Implementation -------------- *Weekly Lesson Plan Feedback, Collaborative Planning, informal and formal walkthroughs* Effectiveness ------------- *Students will score 80% on quarterly District formative assessments and TCAP*	P. Askew	01/31/2023	TAG	
	[A 1.1.5] Content Managers Description ----------- Content managers Will work side-by-side with advisors and coaches in school settings to provide real-time feedback related to standards aligned	T. McGlothian	05/26/2023		

	instruction and coaching practices. Implementation -------------- *The indicators used to measure implementation will be weekly lesson plans, PLC Guides, the Informal observation tool, TEMS* Effectiveness ------------ *Students will score at least 80% on Quarterly district formative assessment and TCAP assessment.*				
	[A 1.1.6] Instructional Coach Description ----------- *The instructional coach will work side-by-side with teachers to provide additional support in implementing writing and reading. * Implementation -------------- The tool used to identify the effectiveness will be informal walkthrough tools, TEMS, safe practice during PLC Effectiveness ------------ *Students will score at least 80% on Quarterly common assessments and TCAP test.*	Paula Askew	05/26/2023		

[S 1.2] Professional Development	[A 1.2.1] PLC Meeting and Collaborative Planning	P. Askew and T. McGlothian	05/27/2023		
Rationale	Description				
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Professional Development will be provided to teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standards look fors, and proficient reading levels of grade-supported texts.	Facilitate weekly PLC meetings and collaborative planning sessions to review and analyze data, inform teachers of high-quality instructional practices, assist teachers in developing lessons aligned to standards, and discuss ways to help students show growth and improve achievement. Provide training on engagement strategies.				
Supporting Data	Implementation				
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There was an increase in students scoring OTM on the spring Common formative assesment.	Instructional Support Advisors and Instructional Curriculum Coaches will conduct learning walks and provide immediate feedback to teachers; design differentiated professional development and coaching plans for areas of need (including but not limited to good first teaching, knowledge of content standards, effective planning, delivery of instruction, standards alignment); participate in collaborative planning sessions to assist all teachers in customization and 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 effectiveness				
SWD scoring OTM increased.					
Benchmark Indicator					
Implementation					

Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the admin team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric at a minimum of 85% of teaching time and gauge the implementation of standard aligned instruction in order to plan professional development support.					
	Effectiveness				

Walkthrough data will be monitored for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support for teachers LOE at 2 or below and those at 3 or higher.	*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*				
	bi-monthly faculty meetings will be held with at least 90% attendance using the sign-in sheets				
Effectiveness					

------------ Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure 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 and build leadership capacity to 8.2 or higher on the Insight Survey Leadership Index. ILT sessions are facilitated bi-weekly by the Instructional leadership team at 85% attendance to support content leads, and teachers with feedback and targeted training that should result in more effective daily instructional practices that should be observed during walk-throughs.	Weekly Collaborative Planning and data meeting with 100% attendance Students will increase achievement on quarterly formative assessments and TCAP				
	[A 1.2.2] IZone Support Description ----------- District coaches from iZone will work with teachers to observe, provide feedback, co-plan, and coach as needed to improve instructional practices in content areas. Implementation ------------- *weekly lesson plan feedback, weekly collaborative planning sessions school and district informal walkthroughs * Effectiveness ------------- Students will increase achievement to 80% on District quarterly formative assessments and TCAP	P. Askew	05/27/2023		

| | [A 1.2.3] School Based Professional Development

Description

Provide professional development sessions tailored to the needs of the school, teachers, and/or students during designated professional development days and as needed as a response to on-going data review.

Implementation

Professional Development will be provided during bi-weekly faculty meetings and weekly PLC Meetings.

Effectiveness
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*The effectiveness will be measured by 100% of the teachers submitting quarterly feedback forms. *

Student scoring 80% or higher on Quarterly formative assessments and TCAP | Paula Askew | 06/30/2023 | | |
| | [A 1.2.4] The National Center for Urban School Transformation
Description

A-Plus will support capacity building of middle school leaders to achieve excellent academic results for every demographic group of students served. | T. McGlothian | 03/27/2023 | TAG | |

	Implementation -------------- District walkthroughs Effectiveness ------------ Students scoring 80% proficiency on Quarterly formative assessments and TCAP				
	[A 1.2.5] National Institute for Excellence in Teaching (NIET) Description ----------- 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 Implementation -------------- Monthly District-level walkthroughs Daily school-level informal walkthroughs Effectiveness ------------ *Daily Exit Ticket Data* *Students will score at least 80% on Quarterly District Formative Assessments and TCAP*	T. McGlothian	05/26/2023		
	[A 1.2.6] UnboundEd Standards Institute Description ----------- Educators who attend the Standards Institute™	P. Askew	06/30/2023		

	commit to adaptive change within themselves while enhancing instructional practices focused on the GLEAM™ (grade-level, engaging, affirming, meaningful) framework. Implementation ------------- *Participants will provide monthly professional development to teachers at the school level.* Effectiveness ------------ *Students will score 80% proficiency on Quarterly District formative assessment and TCAP* *100% of the teachers will participate in Weekly Blended learning stations*				
[S 1.3] Targeted Intervention and Personalized Learning Rationale --------- 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. Supporting Data --------------	**[A 1.3.1] Reading Specialist** Description ----------- The reading specialist offers additional support to all 6th-grade students to close the literacy gap in the area of phonics, and fluency. Implementation ------------- Daily implementation of The Reading Horizons curriculum will be used to implement this foundational literacy program.	Erica Hammond	05/27/2023		

Increased percentage of student OTM during the spring common assessment. **Benchmark Indicator** Implementation ------------- Weekly Progress Monitoring 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. *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* Effectiveness ------------ Students will have an intervention plan outlining next steps 100% of the time Increase students' performance at or above 70% on District Formative Assessment (Fall, winter, and spring) which aligns with core instructional standards for the specific quarter. Increase in quarter grading (i.e.D to C) for students that participate at or above 70% mastery Sign-in sheets will show 100% involvement of all stakeholders (teachers, interventionists, counselor, SPED teachers, etc.)	Effectiveness ------------ *Students will show an increase of 5% on each Quarterly benchmark for a total of 20% by the end of the year.*				
	[A 1.3.2] RTI2 Lead/Interventionist Description -----------	W. Fletcher	05/27/2023		

	Our Interventionist supports students that fall into the Tier II and III categories through RTI2 intervention program. Students are supported based on their diagnostic data and 20-day data reports that are reviewed by the RTI2 team and ILT. Implementation ------------- *Weekly progress monitoring to make informed decisions about the next steps.* Effectiveness ------------ *Monthly data meetings to review students' progress and make informed decisions about the next step.* 100% of the students will increase their instructional level by the end of the year.				
	[A 1.3.3] Instructional Advisor Description ----------- *The instructional advisor will offer additional support in writing to teachers in core content areas.* Implementation	Paula Askew	05/26/2023		

	-------------- *The instructional advisor will implement daily writing support using supplemental materials, professional development, and classroom walkthroughs. It will be implemented through everybody write exit tickets and quarterly writing assignments.* Effectiveness ------------- Students will increase writing proficiency to 80% on the quarterly writing assessments and TCAP writing.				

[G 2] Georgian Hills Middle will increase Math on-track and mastery proficiency from 6.3% in 2022 to double AMO of 18.0% in 2023 (Spring).
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] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards aligned curricula Rationale --------- Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous	**[A 2.1.1] Instructional Materials and Supplies** Description ------------ Secure supplies, materials, equipment, and support for classroom instruction. Materials and supplies will be provided for teachers and students to support the overall learning environment. Items will	P. Askew	05/27/2023	TAG	

math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. Supporting Data -------------- Student achievement increased from spring of 2021 to spring of 2022. SWD increased from spring of 2021 to spring of 2022. **Benchmark Indicator** Implementation -------------- Weekly review of lesson plans Daily walkthroughs Weekly Safe Practice during PLC Weekly Exit Ticket Data Meeting Effectiveness ------------ Quarterly Review of TEM observation data to monitor educators' level of effectiveness and delivery of standard-aligned lessons to the TN Standards at a level of 3 or higher. Students score 70% or above on quarterly formative assessments Monthly review of Data from Daily walkthroughs	be purchased as needed and determined based on needs assessments and data reviews. Implementation -------------- Informal walkthroughs Weekly Lesson Plans Weekly collaborative Planning Weekly Data team meetings Effectiveness ------------ Student achievement on quarterly benchmarks should be at or above 70%.				
	[A 2.1.2] Mastery Connect Description -----------	P. Askew	05/27/2023		

	Teachers will use MasteryConnect to develop exit tickets and assessments every three weeks that align with and meet the rigor of TN state standards. Implementation -------------- Walkthroughs will be conducted by the administration and the ILT Team. Weekly data analysis will be conducted during data day, as well as data analysis of district common assessment Effectiveness ------------- *Students will score 70% on daily exit ticket* Students will score 70% on quarterly formative assessment Students will score 70% on yearly TCAP				
	[A 2.1.3] Bi-Weekly Data Meeting Description ----------- Conduct data meeting from accountability system captures to inform teachers of next steps to help students improve on daily task and formative assessments. Implementation -------------- *Weekly Data meetings will be conducted during PLCs. Teachers will complete data analysis and	P. Askew, T. McGlothian, N. Gossett	05/26/2023		

	present during data days.* Effectiveness ------------- *Students will score 70% on daily exit tickets.* *Students will score 70% on quarterly formative assessments.*				
	[A 2.1.4] Content Managers Description ----------- Will work side-by-side with advisors and coaches in school settings to provide real-time feedback related to standards-aligned instruction and coaching practices. Implementation -------------- Informal walkthroughs Weekly Collaborative Planning Weekly Data Team Meetings Effectiveness ------------- *Students should score 70% or above on District Quarterly formative assessment*	T. McGlothian	04/17/2023	TAG	
[S 2.2] Professional Development Rationale --------- Provide ongoing, high-quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.	**[A 2.2.1] PLC Meetings and Collaborative Planning** Description ----------- Provide ongoing, high-quality professional development for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved	P. Askew T. McGlothian	04/17/2023		

	student performance.				
Supporting Data
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*Increased achievement on spring 2023 formative assessment from spring 2022. *

Increased number of students scoring OTM from spring of 2022 to spring of 2023.

Benchmark Indicator
Implementation

Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the admin team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric at a minimum of 85% of teaching time and gauge the implementation of standard aligned instruction in order to plan professional development support.

Walkthrough data will be monitored for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support for teachers LOE at 2 or below and those at 3 or higher.

Effectiveness

Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and | Implementation
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Formal and informal walkthroughs,

Effectiveness
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bi-monthly faculty meetings will be held with at least 90% attendance using the sign-in sheets

Weekly Collaborative Planning and data meetings with 100% attendance

Students will increase achievement on quarterly formative assessments and TCAP by 10%. | | | | |

effectively communicating new information with school-level educators and build leadership capacity to 8.2 or higher on the Insight Survey Leadership Index. ILT sessions are facilitated bi-weekly by the Instructional leadership team at 85% attendance to support content leads, and teachers with feedback and targeted training that should result in more effective daily instructional practices that should be observed during walk-throughs.					
	[A 2.2.2] IZone Support Description ----------- *Izone coaches will work with teachers to observe, provide feedback, co-plan, and coach as needed to increase the effectiveness of math instruction.* Implementation -------------- *weekly lesson plan feedback, weekly collaborative planning sessions and School and district level walkthroughs* Effectiveness ------------ *Students will increase achievements to 80% on District quarterly formative assessment and TCAP.*	Paula Askew	04/17/2023		
	[A 2.2.3] UnboundEd Standards Institute Description -----------	Paula Askew	06/30/2023	TAG	

	Educators who attend the Standards Institute™ commit to adaptive change within themselves while enhancing instructional practices focused on the GLEAM™ (grade-level, engaging, affirming, meaningful) framework. Implementation ------------- *Participants will provide monthly professional development to teachers at the school level.* Effectiveness ------------ *Students will score 80% proficiency on the Quarterly District formative assessment and TCAP* *100% of the teachers will participate in Weekly Blended learning stations*				
[S 2.3] Targeted Interventions and Personalized Learning Rationale --------- 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. Supporting Data -------------- *Increased achievement in RTI2. Increase in achievement among SWD, Increase achievement	**[A 2.3.1] Intervention Classes** Description ----------- Schedule class periods during the school day to provide remediation for at-risk students and enrichment or extra practice for students who are on track based on RTI@ data reports and trends. Implementation ------------- *Students will attend RTI daily and progress monitored according to tier 2 or tier three, which could be weekly or bi-weekly.*	Mr. McGlothian and Wesceta Fletcher	05/27/2023		

from spring 2021 to spring 2022 on master connect.* **Benchmark Indicator** Implementation ------------- Monthly progress monitoring data review of students' performance in the targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level and target their deficit area(s). Quarterly assessments using Mastery Connect (Fall, Winter, and Spring) District Common Formative Assessment 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. Monthly data team meetings agendas and sign in sheets Effectiveness ------------- Students will have a intervention plan outlining next steps 100% of the time Increase students performance at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Increase in quarter grading (i.e. D to C) for students that participated at or above 70% mastery Sign-in sheets will show 100% involvement of all	Effectiveness ------------- Effectiveness: Students will have a intervention plan outlining next steps 100% of the time Increase students performance at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Increase in quarter grading (i.e. D to C) for students that participated at or above 70% mastery Sign-in sheets will show 100% involvement of all stake holders (teachers, interventionist, counselor, SPED teachers, etc.)				

stake holders (teachers, interventionist, counselor, SPED teachers, etc.)					
	[A 2.3.2] Special Education Site Visits Description ----------- The Special Education Content Lead will conduct ongoing classroom visits to provide feedback and support to special education teachers as it relates to researched based effective best practices and student work review and feedback. Implementation ------------- Weekly visits will be conducted using an informal observation tool and feedback will be provided to make informed instructional decisions and behavioral decisions. Effectiveness ------------ Students will increase performance to 70% or above on District formative assessments (Fall, winter and spring) which align with core instructional standards for the quarter.	Shawndolyn Sims	05/27/2023		
	[A 2.3.3] Special Education Site Visits Description ----------- The Special Education Content Lead will conduct ongoing classroom visits to provide feedback and support to special education teachers as it relates to researched based effective best practices and	Shawndolyn Sims	05/27/2023		

	student work review and feedback. Implementation -------------- Weekly visits will be conducted using an informal observation tool and feedback will be provided to make informed instructional decisions and behavioral decisions. Effectiveness ------------- Students will increase performance to 70% or above on District formative assessments (Fall, winter and spring) which align with core instructional standards for the quarter.				
	[A 2.3.4] Study Island Description ----------- *Study Island is an online intervention program designed to complement classroom instruction with a proven positive impact on student outcomes.* Implementation -------------- *Study Island will be used as a supplement for homework, and blended learning stations. *	P. Askew	05/27/2023		

	Effectiveness ------------ Students' formative assessment scores should be at 70% or more (Fall, winter, spring)				

[G 3] Georgian Hills Middle will decrease chronically absent from 21.3% in 2022 to double AMO of 18.6% by Spring 2023.
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] Priority schools will reduce chronic absenteeism rates from approximately 31.8% in 2022 to approximately 26.8% in 2023 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] Attendance and Behavior Intervention Support Rationale --------- Implementing targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. Supporting Data -------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* **Benchmark Indicator** Implementation --------------	**[A 3.1.1] In-School Suspension** Description ----------- Provide in-school suspension with instruction in core subjects for students who need to be removed from the regular classroom but whose behavior does not warrant out-of-school suspension. Implementation ------------- *Students will be assigned to in-school suspension on a case-by-case basis. Students will be given the opportunity to complete classroom assignments. Positive reinforcers will be put in place to help assist the student with conflict resolution.*	Natasha Gossett	05/26/2023		

Progressive Discipline system, Reset room, Family Engagement specialist, 10-day team incentives, 20-day RTIB incentives Effectiveness ------------ Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents by a minimum of 20%. Monitor 20 day reports to identify students at risk of high chronic absenteeism and create a plan of action 100% for each student to reduce absenteeism by a minimum of 10% Monitor 20 day reports to assess the impact of suspensions on daily attendance, to decrease absenteeism by 10%. Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs) to ensure they are receiving support 100% of the time. Monitor SART and SARB meeting agendas and sign in to ensure all stakeholders are participants 100% of the time.	Effectiveness ------------ Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents by a minimum of 20% Monitor 20 day reports to assess the impact of suspensions on daily attendance to decrease CA by 10%.				
	[A 3.1.2] RTI2B Cougar Cash Incentive Program Description ----------- The program will provide students with opportunities to be rewarded for meeting and exceeding attendance and behavioral expectations.	Counsel	05/27/2023		

	Implementation -------------- *The program will be implemented by allowing students to earn cougar cash for meeting school-wide expectations. The students will be able to purchase items from the Cougar Store with their cougar cash.* Effectiveness ------------ Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents by a minimum of 20%. Monitor 20 day reports to identify students at risk of high chronic absenteeism and create a plan of action 100% for each student to reduce absenteeism by a minimum of 10% Monitor 20 day reports to assess the impact of suspensions on daily attendance.				
	[A 3.1.3] Reset Room Description ----------- Provide a reset room for students who need to be removed from class briefly but whose behavior does not warrant in-school or out-of-school suspension. In the reset room, the student will work with a paraprofessional regarding coping skills and behavior management skills. Implementation -------------- Monitoring PowerBI Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and	Ms. Gossett	05/26/2023		

	supports aimed at reducing student discipline incidents by a minimum of 20%. Monitor 20 day reports to identify students at risk of high chronic absenteeism and create a plan of action 100% for each student to reduce absenteeism by a minimum of 10% Monitor 20 day reports to assess the impact of suspensions on daily attendance. Effectiveness ------------- Decrease in the number of office referrals				
	[A 3.1.4] SART Meetings Description ----------- Meetings will be held once students have been identified and intervention plans developed within 3 days of being flagged. Implementation -------------- *PowerBi* Effectiveness ------------- Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs) to ensure they are receiving support 100% of the time.	Mr. McGlothian	05/26/2023		

	Monitor SART and SARB meeting agendas and sign in to ensure all stakeholders are participants 100% of the time.				
	[A 3.1.5] Field Learning Opportunities Description ---------- Provide Field Learning Opportunities for students who meet the attendance and behavior expectations, such as transportation and admission to field trips. Implementation ------------- Quarterly field trips will be provided to all students who meet the attendance and behavior expectations. These students will have an opportunity to attend a free field trip funded by the Effectiveness ------------ 20 day data from PowerBi 20-Day RTI2B data	Mr. Lyons, counselor	05/26/2023		
[S 3.2] Professional Development Rationale --------- Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance. Supporting Data	**[A 3.2.1] PLC Meetings** Description ---------- During PLC meetings, teachers will review data and identify instructional strategies to meet students' learning styles and individual needs	Paula Askew	06/02/2023		

-------------- *Decrease in the number of out of school suspensions.* **Benchmark Indicator** Implementation ------------- Monitor the number of student referrals to the reset room and ISS quarterly and/or prior/after professional development session(s) to decrease by at least 10% per grade band. Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD at a minimum of 85% of the time through progressive discipline measures that impact 100% of at-risk students. Effectiveness ------------- *10% Decrease in annual office referrals, which will lead to students spending more time in class and an increase in achievement.*	Implementation ------------- Teachers will implement the strategies learned within their classroom to help ensure students engagement and lessen unacceptable behavior Effectiveness ------------- Student discipline and attendance report 20-day reporting cycle will result in a 5% decrease as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting				
	[A 3.2.2] Collaborative Planning Description ----------- Teachers will meet weekly as a content group and/or with instructional coaches to plan lessons that include activities and tasks designed to meet a variety of student learning styles, increase student engagement, and develop critical thinking skills. Implementation --------------	Paula Askew	05/30/2023		

	Weekly collaborative planning and Data sessions with admin leads and district instructional coaches. Effectiveness ------------ Student discipline and attendance report 20-day reporting cycle will be used to measure 5% decrease in CA as an impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting				
	[A 3.2.3] Professional Development Description ----------- During district learning days, teachers will participate in professional development sessions related to classroom management, meeting students' social and emotional learning needs, and the impact of adverse childhood experiences so that they may meet students' individual needs. Implementation -------------- Teachers will participate in semesterly professional development sessions related to classroom	Paula Askew	05/26/2023		

	management, and SEL. Effectiveness ------------ Student discipline and attendance report 20-day reporting cycle will reflect 5% decrease in discipline referrals and chronic absenteeism as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting				
[S 3.3] Parent, Family, and Community Engagement Rationale --------- Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior. Supporting Data -------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* **Benchmark Indicator** Implementation -------------	**[A 3.3.1] Title 1 Meeting** Description ----------- Hold annual Title I meetings (one in the evening and one in the morning) to inform parents about the purpose of Title I, upcoming events and activities supported through Title I funds, school academic status, parents' right to know, family engagement plan, home-school compact, and on-going parent communication. Implementation -------------- *The school will hold an am and pm annual Title 1 Parent Meeting to inform parents of the state of the school, purpose of title 1, and opportunities for parental involvement.* Effectiveness ------------- 50% of the parent attend the annual meeting and	Paula Askew	08/26/2022		

Review student attendance reports at the end of each semester to determine the impact before and after parent meetings, conferences, and training of 50% of parent participants. Evidence of parent participation at or above 85% in decisions relating to the education of their children and collaboration efforts on school level topics outlined in the School Improvement Plan, School Compact and Family Engagement Plan by use of sign-in sheets. Conduct a semi-annual parent survey to monitor the impact on students' success by way of their contributions of resources and time measured by at least 50% of responses. Effectiveness ------------ Review student attendance reports at the end of each semester to determine the impact before and after parent meetings, conferences, and training of 50% of parent participants. Evidence of parent participation at or above 85% in decisions relating to the education of their children and collaboration efforts on school level topics outlined in the School Improvement Plan, School Compact and Family Engagement Plan by use of sign-in sheets. Conduct a semi-annual parent survey to monitor the impact on students' success by way of their contributions of resources and time measured by at least 50% of responses.	become involved in the academic achievement of their student.				