Raleigh Egypt Middle School Annual Plan (2022 - 2023)

Last Modified at Nov 04, 2022 11:19 AM CDT

[G 1] Reading/Language Arts
Raleigh-Egypt Middle School will increase ELA on-track and mastery proficiency rates in all grades from 6.8% in 2022 to 10% in 2023 which is a 3.2% increase.

Lever of Change

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

**G4 **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.

Performance Measure
Performance will be measured using the following tools:

* TNReady Assessment
* District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction 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 prepared for the next level academically. **Evidence**	**[A 1.1.1] Improve Student's Academic Achievement in ELA** Teachers and leaders will seek new practices and strategies to ensure that the needs of our students are addressed daily utilizing resources provided through Title I. Leaders will provide data dig opportunities for teachers to analyze data and/or also visit other schools for increased collaboration and professional development provided with Title I funds. Also, to ensure that students receive daily standards-aligned instructions, the school will switch from block scheduling to a regular schedule.	Dione Curry-Principal , Carolyn Brown-AP, Erica Tucker-AP, Tonya Yancey-PLCC	04/28/2023		

Standards Aligned Core Instruction	**Implementation**:				
What We Know and Where We Need to Go High Quality Curriculum and System Improvement **Evidence - Tier 1** <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf> The overarching conclusions from the Johns Hopkins' review are that curriculum is deeply important, that a teacher's or district's choice of curriculum can substantially impact student learning, and that—as a result—the paucity of evidence upon which sound instructional, purchasing, and policy decisions can be made is a matter of deep concern and urgent need. **Benchmark Indicator** **Benchmark Indicator** **Implementation** * Monthly Teacher-created CFA Data and Presentations * Monthly Student Work Analysis Data * Weekly Lesson Plan Feedback * Weekly Data-Driven PLCs * Weekly Collaborative Planning Sessions resulting in engaging and rigorous, standards-aligned lessons planned * Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members **Effectiveness** * 20% of our students will score (OT/M) on the	* Weekly PLCs to analyze student data from common assessments * LASW to make instructional adjustments as required, needed, or suggested * Weekly classroom observations using the Educational Epiphany Classroom Walkthrough Protocol Tool * to support the implementation of standard aligned instruction. * Weekly teacher follow-up after each informal observation/walk-thru **Effectiveness**: * 20% of our students will score on track and master on the quarterly ELA MasteryConnect Assessment in 2023 * Increase teacher implementation of identified instructional shifts at or above 70% of teaching time * ILT will observe teacher level effectiveness as identified using the rubric at or above 70%				

quarterly District Common Formative Assessments in 2023 * Increase teacher implementation of identified instructional shifts at or above 70% of teaching time * ILT will observe teacher level effectiveness as identified using the rubric at or above 70%				
	[A 1.1.2] Provide Opportunities for All Students - including At Risk, ELLs All students including subgroups will be provided with high-quality instructional strategies and resources (RTI, RTIB2, targeted interventions, small group instruction) that are tailored to their needs. Tier II and III students will receive additional interventions at their instructional levels. **Implementation**: * Provide Tier II and Tier III students more intensive instructional support * Provide regular instructional support in specific area of need (basic reading, fluency, or comprehension) at instructional level * Progress monitor students bi-weekly to track success * Monitor intervention plans ongoing to determine student progress. * Conduct monthly data team meetings to analyze captured data points and make decisions about students' performance in the deficit area **Effectiveness**: * 95% of Tier II and Tier III students will be progress monitored bi-weekly * 20% of Tier II and Tier III students will progress to the next instructional level or skill monthly * 95% of Intervention plans will be updated monthly	Dione Curry-Principal, Carolyn Brown-AP, Erica Tucker-AP, Tonya Yancey-PLCC, Christine Fondren-Interventionist	05/05/2023	

| | [A 1.1.3] Purchase Educational & Instructional Resources
Additional resources will be purchased with Title I funds to improve reading achievement. This will include, is but not limited to:

* Instructional supplies (paper, pencils, folders, notebooks, tape, etc.)
* Technology
* Printers and Ink
* Supplemental resource materials (i.e. workbooks, etc.)
* Educational software (i.e. IXL, BrainPop, etc.)
* More high-interest texts
These resources will enable teachers to be more effective and/or aid students in completing assignments and being more organized in Reading.

Implementation

* Monthly Teacher-created CFA Data and Presentations
* Monthly Student Work Analysis Data
* Weekly Lesson Plan Feedback
* Weekly Data-Driven PLCs
* Weekly Collaborative Planning Sessions resulting in engaging and rigorous, standards-aligned lessons planned
* Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members

Effectiveness

* 20% of our students will score (OT/M) on the quarterly District Common Formative Assessments in 2023
* Increase teacher implementation of identified | Tonya Yancey-PLCC | 02/24/2023 | | |

	instructional shifts at or above 70% of teaching time * ILT will observe teacher level effectiveness as identified using the rubric at or above 70%				
[S 1.2] Professional Development Provide and encourage ongoing, high-quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance. Also, provide professional development for teachers to incorporate effective student engagement strategies, such as blended learning and/or differentiated small group workstations to ensure students are motivated in the learning environment. **Evidence** Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds **Professional Development** https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf **Evidence Tier 1** Teacher professional learning is of increasing interest as a critical way to support the increasingly complex skills students need to learn in order to succeed in the 21st century. Sophisticated forms of teaching are needed to develop student	**[A 1.2.1] Deliver School-level Professional Development** Ongoing targeted professional development will be implemented to define effective strategies for increasing student achievement. School administrative staff will welcome and partner with iZone leaders to ensure teachers receive targeted mentor support. Bi-Monthly content-specific PLC meetings will provide opportunities for peer observations, sharing strategies, and receiving informal feedback from peers. Vendor-provided professional development will be retained to deliver strategies for positive student engagement and social-emotional learning. **Implementation** * Weekly Lesson Plan Feedback * Weekly Data-Driven PLC Meeting Minutes * Weekly Collaborative Planning Sessions * Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members * Bi-weekly Instructional Leadership Team (ILT) meetings * Monthly New Teacher Mentor Meeting Minutes * Monthly Zone meetings * School Equity Walks Feedback (if chosen) * Professional Learning Zone (PLZ) transcript data (ongoing) for district-level PD sessions **Effectiveness** * 20% of our students will score on track and master on the quarterly ELA MasteryConnect	Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP, Tonya Yancey-PLCC	04/03/2023		

competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn, effective professional development (PD) is needed to help teachers learn and refine the instructional strategies required to teach these skills. **Benchmark Indicator** **Implementation** * Weekly Lesson Plan Feedback * Weekly Data-Driven PLC Meeting Minutes * Weekly Collaborative Planning Sessions * Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members * Bi-weekly Instructional Leadership Team (ILT) meetings * Monthly New Teacher Mentor Meeting Minutes * Monthly Zone meetings * School Equity Walks Feedback (if chosen) * Professional Learning Zone (PLZ) transcript data (ongoing) for district-level PD sessions **Effectiveness** * 20% of our students will score on track and master on the quarterly ELA MasteryConnect Assessment in 2023 * Increase teacher implementation of identified instructional shifts at or above 70% of teaching time * ILT will observe teacher level effectiveness as identified using the rubric at or above 70% * Monitor attendance of grade level teachers and co-teachers at or above 85% * Monitor attendance of new teachers attending specified meetings at or above 85%	Assessment in 2023 * Increase teacher implementation of identified instructional shifts at or above 70% of teaching time * ILT will observe teacher level effectiveness as identified using the rubric at or above 70% * Monitor attendance of grade level teachers and co-teachers at or above 85% * Monitor attendance of new teachers attending specified meetings at or above 85%				

| | [A 1.2.2] Provide Professional Development Opportunities for Instructional Leaders
The REMS instructional leadership team will attend zone meetings, district professional development sessions designed for leaders, as well as, targeted educational conferences to ensure they are equipped to provide the necessary training to the REMS faculty. It is important that they maintain high skill levels and are in-tuned to the advancements in the educational arena in order to effectively train others.

Implementation

* Weekly Lesson Plan Feedback
* Weekly Data-Driven PLC Meeting Minutes
* Weekly Collaborative Planning Sessions
* Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members
* Bi-weekly Instructional Leadership Team (ILT) meetings
* Monthly New Teacher Mentor Meeting Minutes
* Monthly Zone meetings
* School Equity Walks Feedback (if chosen)
* Professional Learning Zone (PLZ) transcript data (ongoing) for district-level PD sessions

Effectiveness

* 20% of our students will score on track and master on the quarterly ELA MasteryConnect Assessment in 2023
* Increase teacher implementation of identified instructional shifts at or above 70% of teaching time
* ILT will observe teacher level effectiveness as identified using the rubric at or above 70%
* Monitor attendance of grade level teachers and | Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP, Tonya Yancey-PLCC | 06/30/2023 | | |

	co-teachers at or above 85% * Monitor attendance of new teachers attending specified meetings at or above 85%				
	[A 1.2.3] Increase Parental Involvement and Engagement Administrative staff and teachers will provide training and resources for parents to assist their children in building reading comprehension and fluency. Administrative staff will communicate to parents the strategies and resources used in the delivery of reading instruction at REMS. Administrative staff will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. **Implementation** * Weekly Lesson Plan Feedback * Weekly Data-Driven PLC Meeting Minutes * Weekly Collaborative Planning Sessions * Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members * Bi-weekly Instructional Leadership Team (ILT) meetings * Monthly New Teacher Mentor Meeting Minutes * Monthly Zone meetings * School Equity Walks Feedback (if chosen) * Professional Learning Zone (PLZ) transcript data (ongoing) for district-level PD sessions **Effectiveness** * 20% of our students will score on track and master on the quarterly ELA MasteryConnect Assessment in 2023 * Increase teacher implementation of identified instructional shifts at or above 70% of teaching time	Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP, Tonya Yancey-PLCC, Tina Simmons-Family Engagement Specialist	03/31/2023		

	* ILT will observe teacher level effectiveness as identified using the rubric at or above 70% * Monitor attendance of grade level teachers and co-teachers at or above 85% * Monitor attendance of new teachers attending specified meetings at or above 85%				
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. **EVIDENCE** **Targeted Intervention and Personalized Learning** Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools **Evidence - Tier 1** https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf Response to Intervention (RTI) integrates assessment and intervention within a multilevel prevention framework to maximize student achievement and reduce behavioral problems. Schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions on the basis of a student's responsiveness (National Center on Response to Intervention, 2010, pp. 1–2). **Benchmark Indicator**	**[A 1.3.1] Implement RTI2- Tier II and Tier III Instruction with Fidelity** REMS will implement intervention measures in accordance with RTI2 to incorporate the MEALS components (Multisensory • Explicit • Aligned to Student Need • Language-Based • Systematic and Cumulative) to provide quality small group instruction and ensure that timely assistance is given to students that struggle academically. REMS will develop and implement procedures for fidelity monitoring to include data/usage review and classroom observations in Tier I, Tier II, and Tier III. **Implementation:** * Daily Enrichment classes built into the Master Schedule * Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool) * iReady Reading Diagnostic Results three times during school year * Monthly Reading Intervention Fidelity Checks * Monthly Teacher Common Formative Assessments Data Digs * Quarterly District Common Formative Assessments - Fall, Winter, Spring (OT/M 70%+) * EOY TnReady Assessment meeting our 10% AMOs per content area **Effectiveness**: * 100% of Tier II and Tier III students scheduled correctly in Intervention classes. * 10% of Tier II and Tier II students will progress to	Tonya Yancey-PLCC, Christine Fondren-Interventionist	05/26/2023		

Implementation: * Daily Enrichment classes built into the Master Schedule * Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool) * iReady Reading Diagnostic Results three times during school year * Monthly Reading Intervention Fidelity Checks * Monthly Teacher Common Formative Assessments Data Digs * Quarterly District Common Formative Assessments - Fall, Winter, Spring (OT/M 70%+) * EOY TnReady Assessment meeting our 10% AMOs per content area **Effectiveness**: * 100% of Tier II and Tier III students scheduled correctly in Intervention classes. * 10% of Tier II and Tier II students will progress to next instructional level/skill or meet academic goals * Student work and RTI data trends will be at or above 70% * Student on-line and engagement time will be at a minimum of 90% (time and response driven) * 20% of our students will score (OT/M) on the quarterly District Common Formative Assessments in 2023	next instructional level/skill or meet academic goals * Student work and RTI data trends will be at or above 70% * Student on-line and engagement time will be at a minimum of 90% (time and response driven) * 20% of our students will score (OT/M) on the quarterly District Common Formative Assessments in 2023				
	[A 1.3.2] Purchase Additional Educational Resources Resources will be purchased for struggling students to improve reading achievement. To assist with student engagement, more high-interest text and technology will be purchased. **Implementation:** * Daily Enrichment classes built into the Master Schedule	Tonya Yancey-PLCC	01/27/2023		

	* Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool) * iReady Reading Diagnostic Results three times during school year * Monthly Reading Intervention Fidelity Checks * Monthly Teacher Common Formative Assessments Data Digs * Quarterly District Common Formative Assessments - Fall, Winter, Spring (OT/M 70%+) * EOY TnReady Assessment meeting our 10% AMOs per content area **Effectiveness**: * 100% of Tier II and Tier III students scheduled correctly in Intervention classes. * 10% of Tier II and Tier II students will progress to next instructional level/skill or meet academic goals * Student work and RTI data trends will be at or above 70% * Student on-line and engagement time will be at a minimum of 90% (time and response driven) * 20% of our students will score (OT/M) on the quarterly District Common Formative Assessments in 2023				

[G 2] Mathematics

Raleigh-Egypt Middle School will increase Math on-track and mastery proficiency rates in all grades from 1.9% in 2022 to 10% in 2023 which is a 8.1% increase.

Lever of Change

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

**G4 **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] Standard Aligned Core Instruction Teachers will implement the Eureka math curriculum provided by the district and supplement it with additional resources to help students apply all shifts to real-world applications. Teachers will also engage in targeted professional development to support improvements in their math pedagogy. REMS teachers will plan and execute standard aligned lessons with intentionality based on student data daily. **EVIDENCE** **Standards Aligned Core Instruction** What We Know and Where We Need to Go High Quality Curriculum and System Improvement **Evidence - Tier 1** <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf> The overarching conclusions from the Johns Hopkins' review are that curriculum is deeply important, that a teacher's or district's choice of curriculum can substantially impact student learning, and that—as a result—the paucity of evidence upon which sound instructional, purchasing, and policy decisions can be made is a matter of deep concern and urgent need.	**[A 2.1.1] Improve Student Achievement in Math** Teachers and coaches will seek new practices and strategies to ensure that the needs of our students are addressed daily utilizing digital and physical resources provided through Title I. Leaders will provide data dig opportunities for teachers to analyze data and also visit other schools to increase collaboration and professional development provided with Title I funds. Also, to ensure that students receive *daily *standards-aligned instructions, the school will switch from block scheduling to a regular schedule. **Implementation** * Monthly Teacher-created CFA Data and Presentations * Monthly Student Work Analysis Data * Weekly Lesson Plan Feedback * Weekly Data-Driven PLCs * Weekly Collaborative Planning Sessions resulting in engaging and rigorous, standards-aligned lessons planned * Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members **Effectiveness**	Erica Tucker-AP, Tonya Yancey-PLCC, Melanie Lynch-iZone Math Coach	04/28/2023		

Benchmark Indicator **BENCHMARK INDICATOR** **Implementation** * Monthly Teacher-created CFA Data and Presentations * Monthly Student Work Analysis Data * Weekly Lesson Plan Feedback * Weekly Data-Driven PLCs * Weekly Collaborative Planning Sessions resulting in engaging and rigorous, standards-aligned lessons planned * Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members **Effectiveness** * 20% of our students will score (OT/M) on the quarterly District Common Formative Assessments in 2023 * Increase teacher implementation of identified instructional shifts at or above 70% of teaching time * ILT will observe teacher level effectiveness as identified using the rubric at or above 70% *	* 20% of our students will score (OT/M) on the quarterly District Common Formative Assessments in 2023 * Increase teacher implementation of identified instructional shifts at or above 70% of teaching time * ILT will observe teacher level effectiveness as identified using the rubric at or above 70%				
	[A 2.1.2] Provide Opportunities for ALL students- including At Risk Students, ELLs All students including subgroups will be provided with high-quality instructional strategies and resources (RTI, RTIB2, targeted interventions, small group instruction) that are tailored to their needs and ability levels. Teachers will incorporate the MEALS components (Multisensory, Explicit, Aligned to Student Need, Language-Based, and Systematic and Cumulative) to provide quality small group instruction. **Implementation**	Erica Tucker-AP, Tonya Yancey-PLCC, Melanie Lynch-iZone Math Coach, Christine Fondren-Interventionist	05/26/2023		

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	[A 2.1.3] Provide Additional Resources To improve student achievement in Math, additional resources will be purchased with Title I funds. These resources will include but are not limited to: * digital and print resources * physical manipulatives * equipment such as 3D printers * Instructional supplies (paper, pencils, folders, notebooks, tape, etc.) * Technology * Printers and Ink * Supplemental resource materials (i.e. workbooks, etc.) * Educational software (i.e. IXL, BrainPop, etc.) * More high-interest texts	Tonya Yancey-PLCC	04/28/2023		

	These resources will enable teachers to be more effective and/or aid students in completing assignments and being more organized in Math. **Implementation** * Monthly Teacher-created CFA Data and Presentations * Monthly Student Work Analysis Data * Weekly Lesson Plan Feedback * Weekly Data-Driven PLCs * Weekly Collaborative Planning Sessions resulting in engaging and rigorous, standards-aligned lessons planned * Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members **Effectiveness** * 20% of our students will score (OT/M) on the quarterly District Common Formative Assessments in 2023 * Increase teacher implementation of identified instructional shifts at or above 70% of teaching time * ILT will observe teacher level effectiveness as identified using the rubric at or above 70%				
[S 2.2] Professional Development Provide and support ongoing, high-quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance. **EVIDENCE** Effective Teacher Professional Development and Effects of Professional Development on the Quality	**[A 2.2.1] Deliver School Level Professional Development** Ongoing targeted professional development will be implemented to define effective strategies for increasing student achievement. School administrative staff will welcome and partner with iZone leaders to ensure teachers receive targeted mentor support. Bi-Monthly content-specific PLC meetings will provide opportunities for peer observations, sharing strategies, and receiving informal feedback from peers. Vendor-provided professional development will be retained to deliver	Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP, Tonya Yancey-PLCC, Melanie Lynch-iZone Math Coach	04/03/2023		

of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds

Professional Development

https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf

Evidence Tier 1

Teacher professional learning is of increasing interest as a critical way to support the increasingly complex skills students need to learn in order to succeed in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn, effective professional development (PD) is needed to help teachers learn and refine the instructional strategies required to teach these skills.

Benchmark Indicator
Implementation:

* Weekly Lesson Plan Feedback
* Weekly Data-Driven PLC Meeting Minutes
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* Bi-weekly Instructional Leadership Team (ILT) meetings
* Monthly New Teacher Mentor Meeting Minutes
* Monthly Zone meetings
* School Equity Walks Feedback (if chosen)
* Professional Learning Zone (PLZ) transcript data

strategies for positive student engagement and social-emotional learning.

Implementation:

* Weekly Lesson Plan Feedback
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Effectiveness:

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	[A 2.2.2] Provide Professional Development Opportunities for Leaders The REMS instructional leadership team will attend zone meetings, district professional development sessions designed for leaders, as well as, targeted educational conferences to ensure they are equipped to provide the necessary training to the REMS faculty. It is important that they maintain high skill levels and are in-tuned to the advancements in the educational arena in order to effectively train others. **Implementation**: * Weekly Lesson Plan Feedback * Weekly Data-Driven PLC Meeting Minutes * Weekly Collaborative Planning Sessions * Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members * Bi-weekly Instructional Leadership Team (ILT) meetings * Monthly New Teacher Mentor Meeting Minutes	Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP, Tonya Yancey-PLCC, Melanie Lynch-iZone Math Coach	06/30/2023		

	* Monthly Zone meetings * School Equity Walks Feedback (if chosen) * Professional Learning Zone (PLZ) transcript data (ongoing) for district-level PD sessions **Effectiveness**: * 20% of our students will score on track and master on the quarterly Math MasteryConnect Assessment in 2023 * Increase teacher implementation of identified instructional shifts at or above 70% of teaching time * ILT will observe teacher level effectiveness as identified using the rubric at or above 70% * Monitor attendance of grade level teachers and co-teachers at or above 85% * Monitor attendance of new teachers attending specified meetings at or above 85%				
	[A 2.2.3] Provide Training for Working With ELL, SWD, At-Risk Students Teachers will receive training and attend workshops on maximizing instruction and learning for ELL, SWD, and At-Risk students using Title I Funds. This training may be on the school level, district level, and/or vendor-led. **Implementation**: * Weekly Lesson Plan Feedback * Weekly Data-Driven PLC Meeting Minutes * Weekly Collaborative Planning Sessions * Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members * Bi-weekly Instructional Leadership Team (ILT) meetings * Monthly New Teacher Mentor Meeting Minutes * Monthly Zone meetings	Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP, Tonya Yancey-PLCC, Melanie Lynch-iZone Math Coach	04/28/2023		

	* School Equity Walks Feedback (if chosen) * Professional Learning Zone (PLZ) transcript data (ongoing) for district-level PD sessions **Effectiveness**: * 20% of our students will score on track and master on the quarterly Math MasteryConnect Assessment in 2023 * Increase teacher implementation of identified instructional shifts at or above 70% of teaching time * ILT will observe teacher level effectiveness as identified using the rubric at or above 70% * Monitor attendance of grade level teachers and co-teachers at or above 85% * Monitor attendance of new teachers attending specified meetings at or above 85%				
	[A 2.2.4] Increase Parental Involvement and Engagement Administrative staff and teachers will provide training and resources for parents to assist their children in building problem-solving skills. Administrative staff will communicate to parents the strategies and resources used in the delivery of math instruction at GMS. Administrative staff will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. **Implementation**: * Weekly Lesson Plan Feedback * Weekly Data-Driven PLC Meeting Minutes * Weekly Collaborative Planning Sessions * Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members * Bi-weekly Instructional Leadership Team (ILT)	Erica Tucker-AP, Tonya Yancey-PLCC, Tina Simmons-Family Engagement Specialist	03/31/2023		

	meetings * Monthly New Teacher Mentor Meeting Minutes * Monthly Zone meetings * School Equity Walks Feedback (if chosen) * Professional Learning Zone (PLZ) transcript data (ongoing) for district-level PD sessions **Effectiveness**: * 20% of our students will score on track and master on the quarterly Math MasteryConnect Assessment in 2023 * Increase teacher implementation of identified instructional shifts at or above 70% of teaching time * ILT will observe teacher level effectiveness as identified using the rubric at or above 70% * Monitor attendance of grade level teachers and co-teachers at or above 85% * Monitor attendance of new teachers attending specified meetings at or above 85%				
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner. ** EVIDENCE** **Targeted Intervention and Personalized Learning** Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools **Evidence - Tier 1**	**[A 2.3.1] Implement RTI2- Tier II and Tier III Instruction with Fidelity** REMS will implement intervention measures in accordance with RTI2 to incorporate the MEALS components (Multisensory • Explicit • Aligned to Student Need • Language-Based • Systematic and Cumulative) to provide quality small group instruction and ensure that timely assistance is given to students that struggle academically. GMS will develop and implement building procedures for fidelity monitoring to include data/usage review and classroom observations in Tier I, Tier II, and Tier III. **Implementation:** * Daily Enrichment classes built into the Master Schedule * Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool)	Tonya Yancey-PLCC, Christine Fondren-Interventionist, Carolyn Brown-Assistant Principal	05/19/2023		

https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf Response to Intervention (RTI) integrates assessment and intervention within a multilevel prevention framework to maximize student achievement and reduce behavioral problems. Schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions on the basis of a student's responsiveness (National Center on Response to Intervention, 2010, pp. 1–2). **Benchmark Indicator** **BENCHMARK INDICATOR:** **Implementation: ** * Daily Enrichment classes built into the Master Schedule * Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool) * iReady Reading Diagnostic Results three times during school year * Monthly Reading Intervention Fidelity Checks * Monthly Teacher Common Formative Assessments Data Digs * Quarterly District Common Formative Assessments - Fall, Winter, Spring (OT/M 70%+) * EOY TnReady Assessment meeting our 10% AMOs per content area **Effectiveness**: * 100% of Tier II and Tier III students scheduled correctly in Intervention classes. * 10% of Tier II and Tier II students will progress to	* iReady Reading Diagnostic Results three times during school year * Monthly Reading Intervention Fidelity Checks * Monthly Teacher Common Formative Assessments Data Digs * Quarterly District Common Formative Assessments - Fall, Winter, Spring (OT/M 70%+) * EOY TnReady Assessment meeting our 10% AMOs per content area **Effectiveness**: * 100% of Tier II and Tier III students scheduled correctly in Intervention classes. * 10% of Tier II and Tier II students will progress to next instructional level/skill or meet academic goals * Student work and RTI data trends will be at or above 70% * Student on-line and engagement time will be at a minimum of 90% (time and response driven) * 20% of our students will score (OT/M) on the quarterly District Common Formative Assessments in 2023			

next instructional level/skill or meet academic goals * Student work and RTI data trends will be at or above 70% * Student on-line and engagement time will be at a minimum of 90% (time and response driven) * 20% of our students will score (OT/M) on the quarterly District Common Formative Assessments in 2023					
	[A 2.3.2] Provide Additional Resources Additional resources will be purchased for students to improve math achievement. Teachers will use digital resources such as IXL, as well as the free sites, Delta Math (8th grade) and Khan Academy as digital resources. Also, each student needs access to math manipulatives to ensure multi-sensory learning is feasible for all students. **Implementation:** * Daily Enrichment classes built into the Master Schedule * Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool) * iReady Reading Diagnostic Results three times during school year * Monthly Reading Intervention Fidelity Checks * Monthly Teacher Common Formative Assessments Data Digs * Quarterly District Common Formative Assessments - Fall, Winter, Spring (OT/M 70%+) * EOY TnReady Assessment meeting our 10% AMOs per content area **Effectiveness**: * 100% of Tier II and Tier III students scheduled correctly in Intervention classes. * 10% of Tier II and Tier II students will progress to next instructional level/skill or meet academic goals * Student work and RTI data trends will be at or	Tonya Yancey-PLCC	05/26/2023		

	above 70% * Student on-line and engagement time will be at a minimum of 90% (time and response driven) * 20% of our students will score (OT/M) on the quarterly District Common Formative Assessments in 2023				

[G 3] Safe and Healthy Students
Raleigh-Egypt Middle School will reduce chronic absenteeism from 32.6% in SY22 to 25% in SY23.

Lever of Change

Student Support and Services (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 underperforming schools often experience. Supporting student readiness begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the physical, mental, cognitive, social and emotional development of students.

District Turnaround Plan Goal

G1 **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. **

** **

** **

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs as well as initiatives that address chronic absenteeism and identified behavioral needs to	**[A 3.1.1] Utilize Progressive Discipline** Utilize progressive disciplinary steps and specialized intervention supports (RTIB2) in an effort to decrease behavior referrals. Behavioral referrals can go to the school counselor, school	Dione Curry-Principal, Erica Tucker-AP,	05/26/2023		

provide appropriate student supports. **EVIDENCE** **Attendance and Behavior Interventions and Supports** Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap Eliminating Chronic Absenteeism **Evidence - Tier 1**: https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_Absenteeism_BRIEF.pdf This brief specifies which states are making efforts to eliminate chronic absenteeism in their ESSA plans and describes how some states intend to measure and use information from this indicator to create more equitable and inclusive learning environments for all students. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: **Implementation** * Monthly RTI2B Meetings Minutes * Monitor RTIB2 Plan Successes/Challenges Quarterly * 20-day attendance and suspension data * 20-day student discipline reports * Monitor BryteBites Database Monthly * Monitor PowerBI Monthly	social worker, or behavior specialist depending on the student's needs to avoid out-of-school suspensions. Students will work with these specialized services to improve their behavior over time. **Implementation** * Monthly RTI2B Meetings Minutes * Monitor RTIB2 Plan Successes/Challenges Quarterly * 20-day attendance and suspension data * 20-day student discipline reports * Monitor BryteBites Database Monthly * Monitor PowerBI Monthly **Effectiveness** * Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students * Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions * Trends will show fewer than 20% of teachers and students being referred * Logs will identify fewer students leaving the classroom for various reasons (20% or less)	Carolyn Brown-AP			

Effectiveness * Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students * Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions * Trends will show fewer than 20% of teachers and students being referred * Logs will identify fewer students leaving the classroom for various reasons (20% or less)					
	[A 3.1.2] Implement Preventive Interventions Implement support programs and initiatives that address identified behavioral needs and provide appropriate student supports to prevent students from exhibiting inappropriate behaviors. Such programs will be used to help students avoid becoming chronically absent and/or becoming "frequent flyers" with Administrative referrals. Our RTI2-B initiative and School Discipline Team will be led by the Assistant Principal and will include the administrative staff, teachers, behavioral professional, and support staff. The purpose of the RTI2-B plan is to implement proactive strategies for defining, teaching, and supporting appropriate student behaviors. Our school Discipline team will develop incentives for students meeting academic, attendance, and behavior goals. **Implementation** * Monthly RTI2B Meetings Minutes * Monitor RTIB2 Plan Successes/Challenges Quarterly * 20-day attendance and suspension data * 20-day student discipline reports * Monitor BryteBites Database Monthly * Monitor PowerBI Monthly	Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP,	05/26/2023		

	Effectiveness * Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students * Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions * Trends will show fewer than 20% of teachers and students being referred * Logs will identify fewer students leaving the classroom for various reasons (20% or less)				
	[A 3.1.3] Utilize a Behavioral Specialist **REMS **Behavioral Specialist will implement targeted interventions and support programs that address identified behavior needs and provide appropriate student supports that will give students the opportunity to address behaviors and work toward solutions that will keep them in the classroom. **Implementation** * Monthly RTI2B Meetings Minutes * Monitor RTIB2 Plan Successes/Challenges Quarterly * 20-day attendance and suspension data * 20-day student discipline reports * Monitor BryteBites Database Monthly * Monitor PowerBI Monthly **Effectiveness** * Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students	Mary McClain	05/26/2023		

	* Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions * Trends will show fewer than 20% of teachers and students being referred * Logs will identify fewer students leaving the classroom for various reasons (20% or less)				
[S 3.2] Professional Development Provide/allow participation in ongoing, high-quality professional development at the District and school levels for school leaders, teachers, and other instructional staff to focus on changing instructional and behavioral practices and social-emotional learning that result in improved student attendance and behavior. **EVIDENCE** Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds **Professional Development** https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf **Evidence Tier 1** Teacher professional learning is of increasing interest as a critical way to support the increasingly complex skills students need to learn in order to succeed in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn, effective professional	**[A 3.2.1] Increase Student Engagement** Targeted professional developments will be implemented to define effective strategies for increasing student engagement and achievement. School administrative staff will identify and invite a cadre of highly effective teachers and presenters to deliver professional development to peers. The instructional leadership team will provide professional development on how to effectively combine the use of curriculum, technology, and teaching strategies, including the Personalized Learning Pathways model, to motivate students to take ownership of their education, ultimately increasing student engagement. **Implementation** * Quarterly Parent/Student Surveys * Weekly walk-through feedback * 20-day attendance and suspension data * ILT and school counselors will review Bright Bytes data report quarterly to monitor if PD offerings are supporting student attendance outcomes * ILT will review Power BI data bi-weekly to review the impact on academic outcomes to attendance * 20-day student discipline report * PD Agendas will ensure topics are data driven and support the expected outcomes * PLZ transcripts to monitor teacher attendance at 85% or above to specific trainings * Teacher led PD feedback will be used to determine if PD offerings are viewed as effective by our teachers **Effectiveness**	Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP, Tonya Yancey-PLCC, Melanie Lynch-iZone Coach	04/28/2023		

development (PD) is needed to help teachers learn and refine the instructional strategies required to teach these skills. **Benchmark Indicator** **BENCHMARK INDICATOR** **Implementation** * Quarterly Parent/Student Surveys * Weekly walk-through feedback * 20-day attendance and suspension data * ILT and school counselors will review Bright Bytes data report quarterly to monitor if PD offerings are supporting student attendance outcomes * ILT will review Power BI data bi-weekly to review the impact on academic outcomes to attendance * 20-day student discipline report * PD Agendas will ensure topics are data driven and support the expected outcomes * PLZ transcripts to monitor teacher attendance at 85% or above to specific trainings * Teacher led PD feedback will be used to determine if PD offerings are viewed as effective by our teachers **Effectiveness** * Data is reviewed and supported by outcomes at 100% of the time * Teacher feedback will be positive responses at or above 80% * Student attendance will be at or above 85% per class/teacher * PD agendas will reflect teacher needs (based on need assessments) 100% of the time	* Data is reviewed and supported by outcomes at 100% of the time * Teacher feedback will be positive responses at or above 80% * Student attendance will be at or above 85% per class/teacher * PD agendas will reflect teacher needs (based on need assessments) 100% of the time				
	[A 3.2.2] Provide Social-Emotional Learning Professional Development Opportunities Our student body, faculty, and staff were negatively impacted as a result of being in isolation for a prolonged period of time due to the pandemic. It is important to help our counselors and leaders participate in professional development	Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP, Tonya	04/07/2023		

| | conferences geared towards Social Emotional Learning (SEL) to help regain a sense of normalcy with the health of our people. We would use Title I funding to pay registration, travel, and/or accommodation fees to these conferences.

Implementation

* Quarterly Parent/Student Surveys
* Weekly walk-through feedback
* 20-day attendance and suspension data
* ILT and school counselors will review Bright Bytes data report quarterly to monitor if PD offerings are supporting student attendance outcomes
* ILT will review Power BI data bi-weekly to review the impact on academic outcomes to attendance
* 20-day student discipline report
* PD Agendas will ensure topics are data driven and support the expected outcomes
* PLZ transcripts to monitor teacher attendance at 85% or above to specific trainings
* Teacher led PD feedback will be used to determine if PD offerings are viewed as effective by our teachers
Effectiveness

* Data is reviewed and supported by outcomes at 100% of the time
* Teacher feedback will be positive responses at or above 80%
* Student attendance will be at or above 85% per class/teacher
* PD agendas will reflect teacher needs (based on need assessments) 100% of the time | Yancey-PLCC, Mary McClain-Behavorial Specialist | | | |
| **[S 3.3] Parent, Family, and Community Engagement**
Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance and positively impacting the overall academic success of students. | **[A 3.3.1] Conduct Annual Title I Parent Meetings**
School leaders will conduct two - Annual Title I Parent meetings to inform parents of state, district, and school-wide expectations and their rights as parents of a Title I school. The meetings will be divided into AM and PM meetings to attract maximum participation. School leaders will also advise parents to be watchful of additional | Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP, Tonya Yancey-PLCC, | 09/30/2022 | | |

EVIDENCE **Parent, Family, and Community Engagement** Meaningful Local Engagement Under ESSA **Evidence Tier 1** https://dignityinschools.org/wp-content/uploads/2017/10/LEA-and-SL-Handbook_8.10.17.pdf Engaging stakeholders is not only required under the law, but is a strong best practice to effectively improve schools. Making decisions on education policy in an inclusive and transparent way leads to better decisions and encourages stakeholders to contribute and become partners in achieving the goals in the state and local community. Communities will support improvement strategies that they help to develop. Partnerships with outside stakeholders, including parents, philanthropy, community-based organizations, and others will build local capacity to implement innovative and ambitious strategies for meeting the needs of all students. **Benchmark Indicator** **Implementation** * Quarterly Parent/Student Surveys * 20-day attendance and suspension data * 20-day student discipline reports * Monitor PowerBI Monthly **Effectiveness** * Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all	opportunities to become involved with the school which includes the following: * Attend school events * Visit the classrooms and our school website * Volunteer to help * Join Parents Teacher Organization * Attend Parent-Teacher Conferences * Keep teachers informed of events that might affect their child's work or behavior * Participate in our monthly School Improvement Planning meetings **Implementation** * Quarterly Parent/Student Surveys * 20-day attendance and suspension data * 20-day student discipline reports * Monitor PowerBI Monthly **Effectiveness** * Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students * Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions * Trends will show fewer than 20% of teachers and students being referred * Logs will identify fewer students leaving the classroom for various reasons (20% or less)	Tina Simmons-Family Engagement Specialist			

students * Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions * Trends will show fewer than 20% of teachers and students being referred * Logs will identify fewer students leaving the classroom for various reasons (20% or less)					
	[A 3.3.2] Increase Parent Involvement and Engagement Parents are invited to join REMS Parent-Teacher-Student Organization and to volunteer at REMS in various capacities, such as coaching or assisting with programs. REMS will also invite parents to participate in Career Fairs and Open Houses. To further increase parental involvement, REMS will survey parents to capture their interests so that programs can be developed to meet the needs of our current stakeholders. School leaders will also meet with parents of chronically out-of-school students to offer interventions to keep students safe and in school. RTIB2 plan will be posted for parents on the school's web page and reviewed during semi-annual parent events in small group settings. REMS also has an area designated for parents and the community. The REMS Parent Center will be equipped with technology to assist parents with students' information such as registration, job search, and other important information. The community center will allow for networking events to assist parents, family and students with community resources and provide special events to support the growth and development of parents, families, and the community. **Implementation** * Quarterly Parent/Student Surveys * 20-day attendance and suspension data * 20-day student discipline reports	Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP, Tonya Yancey-PLCC, Tina Simmons-Family Engagement Specialist	04/28/2023		

	* Monitor PowerBI Monthly **Effectiveness** * Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students * Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions * Trends will show fewer than 20% of teachers and students being referred * Logs will identify fewer students leaving the classroom for various reasons (20% or less)				
	[A 3.3.3] Host Parent-Teacher Conferences Each semester, Raleigh-Egypt Middle will provide opportunities for parents to discuss academics with their child's teacher. Teachers will inform parents of their student's achievements and provide ways to help their child at home. **Implementation** * Quarterly Parent/Student Surveys * 20-day attendance and suspension data * 20-day student discipline reports * Monitor PowerBI Monthly **Effectiveness** * Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students * Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions * Trends will show fewer than 20% of teachers and students being referred	Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP	03/10/2023		

	* Logs will identify fewer students leaving the classroom for various reasons (20% or less)				
	[A 3.3.4] Provide Data Training Programs REMS will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. REMS will provide test-taking strategies and additional resources to inform parents of state, district, and school-wide expectations for attendance and behavior as well. Parents will be invited to Educational Parent Sessions to learn more about how REMS works to improve the academic and social aspects of the learning environment based on student data. **Implementation** * Quarterly Parent/Student Surveys * 20-day attendance and suspension data * 20-day student discipline reports * Monitor PowerBI Monthly **Effectiveness** * Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students * Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions * Trends will show fewer than 20% of teachers and students being referred * Logs will identify fewer students leaving the classroom for various reasons (20% or less)	Dione Curry-Principal, Erica Tucker-AP, Carolyn Brown-AP, Tonya Yancey-PLCC, Tina Simmons-Family Engagement Specialist	03/10/2023		
	[A 3.3.5] Host Celebratory Programs Parents will be invited to assemblies to join in the celebration of their child's academic and extra-curricular accomplishments, such as Honor's programs, band and choir performances,	Dione Curry-Principal, Erica Tucker-AP, Carolyn	05/26/2023		

	homecoming events, sports banquets, and a Black History program. **Implementation** * Quarterly Parent/Student Surveys * 20-day attendance and suspension data * 20-day student discipline reports * Monitor PowerBI Monthly **Effectiveness** * Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students * Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions * Trends will show fewer than 20% of teachers and students being referred * Logs will identify fewer students leaving the classroom for various reasons (20% or less)	Brown-AP, Tonya Yancey-PLCC, Tina Simmons-Family Engagement Specialist			