Hamilton High Annual Plan (2021 - 2022)

Last Modified at Oct 11, 2021 10:37 AM CDT

[G 1] Reading/Language Arts
By spring 2022, we will improve 9-12 literacy, with a particular emphasis on entering 9th grade literacy. By spring 2022, we will increase from 72.2% (2019) to 87.2% in ELA.

Performance Measure
Increase the number of students proficient and moving towards mastery in school-wide ELA from 10% in 2019 to 21% in 2021.Student will score 70% or above on Bi-Weekly Short Cycle AssessmentsStudents will score 70% ELA Benchmark AssessmentStudent Work Analysis will show an increase of comprehension/completion at 10% on grade level from the previous assignment or group/weekly assignments

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 career and college ready. **Benchmark Indicator** Benchmark IndicatorImplementation: District Common Formative Assessments (fall, winter, and spring)Daily classroom observations using the Educational Epiphany Classroom Walkthrough ProtocolQuarterly review of TEM observation dataWeekly lesson plan reviewQuarterly progress and report cardsBi-Weekly Classroom walkthrough reports Quarterly Collaborative Planning Session agenda, sign in, and minutes Effectiveness: Increase ELA MasteryConnect on track and mastery to 70% or above in 2022 Principals will utilize the district protocol for hiring 100% of the time in order to align staff expertise with the school's needs and increase retention rates of Level 3-5 teachers to 80% or above in 2022.Teachers' LOE is at or above level	**[A 1.1.1] Instructional Material, Supplies and Resources (IZone A 4.1.2)** Teachers and students will be provided instructional materials, supplies, and/or equipment to support implementation of instructional programs. Examples of instructional materials, supplies, and equipment to be purchased include but are not limited to paper, notebooks, pens/pencils, notepads, portable drives, books, laptops, carts, desktops, tablets, and interactive panels.	Cicely Dunigan Brooks	03/31/2022	TAG	

3Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time Lesson plan will indicate instructional shifts and align with curriculum guides and maps 90% of the timeTeachers attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes					
	[A 1.1.2] Intervention Period IZone schools attend school an extra hour each day. ELA intervention period will be utilized to target and move students from below to approaching and on-track students to mastery.	Shavonna Jones-Hale; Cicely Dunigan Brooks	05/27/2022		
	[A 1.1.3] Tiered Lesson Planning for a Level Appropriate Entry Into the Curriculum Teachers will utilize a tiered lesson planning strategy to implement daily All standards are unpack before the teaching process begins and students will know what they need to know and what they need to show to demonstrate mastery of the standard(s). Additionally, the daily instruction and tasks are scaffold in tiers based on RTI1,RTI2, and RTI3 groups and where students complete tasks based on where they are at the time of instruction.	Shavonna Jones-Hale; Cicely Dunigan Brooks	05/27/2022		
[S 1.2] Professional Development Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts. **Benchmark Indicator** Implementation: Daily classroom observations using the Educational Epiphany Classroom Walkthrough ProtocolInstructional Leadership	**[A 1.2.1] Profesional Learning Communities** Weekly PLC meetings are held during common planning time. Teachers are provided quality professional training from school, IZone and district staff that will leverage their pedagogy and implementation of best practices to help students' comprehension and performance levels increase.	Cicely Dunigan Brooks; Blanchard Diavua	05/27/2022		

Team (ILT) meetingsQuarterly district and school level PD sessionsNew teacher professional learning supportsProfessional Learning Communities agenda and outputsWeekly ILD Coaching Support Calendar Bi-weekly classroom walkthrough data reports Quarterly Collaborative Planning Session agenda and sign in Quarterly Professional Development agenda, minutes, and sign in Effectiveness: Increase ELA MasteryConnect on track and mastery to 70% or above in 2022 Principals will increase their annual performance Insight Survey Leadership Index to 8.2 or higher in Spring 2022 and build their leadership capacity by receiving coaching and feedback sessions monthlyIncrease the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching timeNew teachers will attend support related sessions 95% of the timePD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time from ILTSupport calendar will identify sessions that are geared toward teachers that score LOE at or below 3 (case by case depending on observer notes and informal observations)					
	[A 1.2.2] New Teacher Mentor Teachers with 0-1 year of experience are assigned a mentor to collaborate with as needed and/or required by school leaders. The mentor provides professional learning in classroom management, pedagogy, and overall expectations to support the new teachers in areas of opportunities or specified from school admin.	Cicely Dunigan Brooks	06/30/2022		
	[A 1.2.3] District Monthly Collaborative Teachers attend a monthly District collaborative after the school day to collaborate with their subject area peers along with District Professional Leads in their subject area. These sessions provide	Cicely Dunigan	05/27/2022		

	teachers with valuable resources to practice in their classroom as well as knowing what is working and what is not working.				
	[A 1.2.4] University of Virginia (IZone A 3.1.1) Shelby County Schools will partner with the University of Virginia to empower high school leaders to ignite system and school change by identifying and confronting the greatest challenges in establishing conditions for high performance across the collective group of high schools on the state identified priority list. Ensure high school leadership teams have strong entry plans for the 2021-22 school year and build capacity of instructional leadership skills to advance bold outcomes.	Blanchard Diavua	06/30/2022	TAG	
	[A 1.2.5] The Principal's Center (IZone A 3.1.7) The Principal's Center (TPC) at the Harvard Graduate School of Education is committed to the support and development of school leaders around the world. Through professional development programs and an extensive learning community, TPC assists educational leaders in leading change to ensure all students have access to a high-quality education. TPC offers coursework and support to enrollees.	Blanchard Diavua	06/30/2022	TAG	
	[A 1.2.6] National Institute for Excellence in Teaching (IZone A 4.1.5/4.3.1) Shelby County Schools will partner with National Institute for Excellence in Teaching (NIET) to raise achievement levels for all students by focusing on the most powerful lever for change: teachers and the leadership that supports them. NIET's training sessions build educator excellence to give all students the opportunity for success with a focus on student engagement and standards aligned instruction. Participants will develop an understanding of tools and research-based practices that drive students towards owning their	Blanchard Diavua	06/30/2022	TAG	

	own learning and eliminating equity gaps to directly impact student success with aligned resources.				
	[A 1.2.7] Reading Apprenticeship (IZone 4.1.12) Reading Apprenticeship is designed to provide educators with a strong understanding of the Reading Apprenticeship Framework which transforms instruction, strengthens literacy, and builds success. The Reading Apprenticeship Framework includes five dimensions: social dimension (builds collaboration), personal dimension (builds academic identity), cognitive dimension (builds self-monitoring comprehension), knowledge dimension (builds disciplinary knowledge), and metacognitive conversation (conversation and thinking about thinking). High school participants will experience best practices and tools for inquiry-driven instruction and come away with evidence-based teaching routines that increase student engagement, collaboration, and reading comprehension. Learning activities include reading, analyzing classroom video, collaborating in online discussions, and more. Participants will learn how to: Recognize and model for students the reading strategies you use as an expert reader in your subject area. Engage students in understanding their own thinking processes--the power of metacognition. Integrate and accelerate students' subject area learning and subject area literacy. Foster learning dispositions of persistence, stamina, problem solving, and collaboration. Turn the sustained work of learning back to students, successfully plan lessons that incorporate all dimensions of the Reading Apprenticeship Framework.	Blanchard Diavua	06/30/2022	TAG	
	[A 1.2.8] Content Managers (IZone 4.1.9) Content managers 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, as learned from	Blanchard Diavua and Cicely Dunigan-Brooks	06/30/2022	TAG	

	our national vendor: Learning Forward. The content managers lead people, manage curriculum content, and coach coaches who support teachers in the classroom setting.				
	[A 1.2.9] Vice Principal [SCS Priority Plan - A 3.2.3] If assigned, a Vice Principal will provide shared learning, purpose, action, and responsibility to supplement instructional leadership in one of our most challenging high schools to ensure capacity building with Instructional Leadership Teams, while planning for a school leadership succession plan.	Blanchard Diavua	07/29/2022	TAG	
[S 1.3] Targeted Intervention and Personalized Learning 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. **Benchmark Indicator** Implementation: Quarterly RTI differentiated training PD sessions and sign in sheets Monthly progress monitoring data reports with a focus on deficit areas Monthly data team meetings agendas and sign in sheets Bi-Quarterly review of grade reports for at-risk or identified studentsEffectiveness: Increase ELA MasteryConnect for identified at-risk students on track and mastery to 45% or above by spring assessment Data team meetings show 100% participation from stakeholders to include TOR, SPED Advisor, grade level counselor, parent, etc.Grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)	**[A 1.3.1] Target Intervention and Personalized Learning** Added support will be provided weekly and bi-weekly for Tier 2 and tier 3 intervention through Edgenuity that will focus on areas of deficit that have been identified and supported by the program, student work, and teacher of record input. This additional work will allow students to engage in content at their level of comprehension in an effort to curve their learning gap.	Free McKinney	05/27/2022		
	[A 1.3.2] Educational Assistants (IZone A 3.2.2) Educational assistants will be hired to assist priority	Blanchard Diavua	08/30/2021	TAG	

	school teachers with daily instruction and intervention.				

[G 2] Mathematics
By spring 2022, on-track/mastery proficiency will increase from 9.8% (SY2019) to 13%.

Performance Measure
Students will perform 70% or above on the TNReady AssessmentStudents will perform 70% or above on District Formative Assessment (Mastery Connect)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous 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. **Benchmark Indicator** Implementation: Quarterly Common Formative Assessments (fall, winter, spring)Daily classroom observations using the Educational Epiphany Classroom Walk-through ProtocolQuarterly review of TEM observation dataWeekly lesson plan reviewQuarterly progress and report cardsMonthly Discipline and Chronic Absenteeism reports Bi-Weekly Classroom walk-through reports Quarterly Collaborative Planning Session agenda and sign in Effectiveness: Increase Math MasteryConnect on track and mastery to 70% or above in 2022 Principals will utilize the district protocol for hiring 100% of the time in order to align staff expertise with the school's needs and increase retention rates of Level 3-5 teachers to 80% or above in 2022.ILT will monitor informal and formal observation notes with teacher LOE at or above	**[A 2.1.1] Instructional Materials, Supplies and Resources (IZone A 4.1.2)** Teachers and students will be provided instructional materials, supplies, and/or equipment to support implementation of instructional programs. Examples of instructional materials, supplies, and equipment to be purchased include but are not limited to paper, notebooks, pencils notepads, portable drives, books, manipulatives, calculators, laptops, carts, desktops, tablets, and interactive panels.	Cicely Dunigan Brooks; Blanchard Diavua	03/31/2022	TAG	

3Increase the implementation of the educational shifts and gradual release model by 80% within the classroomTeacher lesson plans will show task and check for understandings are aligned with the standard that are created and reviewed during collaborative planning sessions					
	[A 2.1.2] Intervention Period IZone schools attend school an extra hour each day. Math intervention period will be utilized to target and move students from below to approaching and on-track students to mastery by double-dosing them on tested standards.	Anita Price; Cicely Dunigan Brooks	05/27/2022		
	[A 2.1.3] Tiered Lesson Planning for a Level Appropriate Entry Into the Curriculum Teachers will utilize a tiered lesson planning strategy to implement daily instruction. All standards are unpack before the teaching process begins and students will know what they need to know and what they need to show to demonstrate mastery of the standard(s). Additionally, the daily instruction and tasks are scaffold in tiers based on RTI1, RTI2, and RTI3 groups and where students complete tasks based on where they are at the time of instruction.	Anita Price; Cicely Dunigan Brooks	05/27/2022		
	[A 2.1.4] Instructional Support Advisors and Curriculum Coaches (A 4.1.1) ISA and ICC will conduct learning walks and provide immediate feedback to teachers; design differentiated professional development and coaching plans for areas of need to ensure teachers are providing quality instruction daily to all students.	Blanchard Diavua	05/27/2022		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student	**[A 2.2.1] Professional Learning Communities** Weekly PLC meetings are held during common planning time. Teachers are provided quality professional training from school, IZone and district staff.	Cicely Dunigan Brooks; Blanchard Diavua	05/27/2022		

performance. **Benchmark Indicator** Implementation: Daily classroom observations using the Educational Epiphany Classroom Walkthrough ProtocolInstructional Leadership Team (ILT) meetingsQuarterly district and school level PD sessionsNew teacher professional learning supportsProfessional Learning CommunitiesWeekly ILD Coaching Support Calendar Bi-weekly classroom walkthrough data reports Quarterly Collaborative Planning Session agenda and sign in Quarterly Professional Development agenda and sign in Effectiveness: Increase ELA MasteryConnect on track and mastery to 70% or above in 2022 Increase Math MasteryConnect on track and mastery to 70% or above in 2022 Principals will increase their annual performance Insight Survey Leadership Index to 8.2 or higher in Spring 2022 and build their leadership capacity by receiving coaching and feedback sessions monthlyIncrease the implementation of the educational shifts and gradual release model by 80% within the classroom					
	[A 2.2.2] New Teacher Mentor Teachers with 0-1 year of experience are assigned a mentor to collaborate with as needed. The mentor provides professional and content insight from a seasoned teacher.	Cicely Dunigan Brooks; Blanchard Diavua	05/27/2022		
	[A 2.2.3] Univeristy of Virginia (IZone A 3.1.1) Shelby County Schools will partner with the University of Virginia to empower high school leaders to ignite system and school change by identifying and confronting the greatest challenges in establishing conditions for high performance across the collective group of high schools on the state identified priority list. Ensure high school leadership teams have strong entry plans for the	Blanchard Diavua	06/30/2022	TAG	

	2021-22 school year and build capacity of instructional leadership skills to advance bold outcomes.				
	[A 2.2.4] The Principal's Center (IZone 3.1.7) The Principal's Center (TPC) at the Harvard Graduate School of Education is committed to the support and development of school leaders around the world. Through professional development programs and an extensive learning community, TPC assists educational leaders in leading change to ensure all students have access to a high-quality education. TPC offers coursework and support to enrollees.	Blanchard Diavua	06/30/2022	TAG	
	[A 2.2.5] National Institute for Excellence in Teaching (IZone 4.1.5/4.3.1) Shelby County Schools will partner with National Institute for Excellence in Teaching (NIET) to raise achievement levels for all students by focusing on the most powerful lever for change: teachers and the leadership that supports them. NIET's training sessions build educator excellence to give all students the opportunity for success with a focus on student engagement and standards aligned instruction. Participants will develop an understanding of tools and research-based practices that drive students towards owning their own learning and eliminating equity gaps to directly impact student success with aligned resources.	Blanchard Diavua and Cicely Dunigan-Brooks	06/30/2022	TAG	
	[A 2.2.6] Content Managers (IZone 4.1.9) Content managers 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, as learned from our national vendor: Learning Forward. The content managers lead people, manage curriculum content, and coach coaches who support teachers in the classroom setting.	Cicely Dunigan-Brooks	05/20/2022	TAG	

	[A 2.2.7] Vice Principal [SCS Priority Plan - A 3.2.3] If assigned, a Vice Principal will provide shared learning, purpose, action, and responsibility to supplement instructional leadership in one of our most challenging high schools to ensure capacity building with Instructional Leadership Teams, while planning for a school leadership succession plan.	Blanchard Diavua	07/29/2022	TAG	
[S 2.3] Targeted Interventions and Personalized Learning, 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. **Benchmark Indicator** Implementation: Quarterly RTI differentiated training PD sessions and sign in sheets Monthly progress monitoring data reports with a focus on deficit areas Monthly data team meetings agendas and sign in sheets Weekly review of grade reports for studentsEffectiveness: Increase Math MasteryConnect on track and mastery to 70% or above in 2022	**[A 2.3.1] Interventionists (A 3.2.4)** Interventionists will be hired for IZone/Priority schools to increase academic achievement by 50% in mathematics.	Blanchard Diavua	08/06/2021	TAG	
	[A 2.3.2] After School Tutoring Students failing in any course at mid-term must attend after-school tutoring to elevate any failing grades during the quarter through the next semester. With zero's aren't permitted, students must complete work to increase the failing grade to at least a grade of 70 and teachers are afforded the opportunity to re-teach standards that were not mastered. An after-school bus is available to take students home at the end of tutoring.	Cicely Dunigan Brooks; Blanchard Diavua	05/27/2022		
	[A 2.3.3] Credit Recovery Students failing a course in a previous year are offered Credit Recovery via Virtual school in an	Anana Johnson; Free McKinney	05/27/2022		

	effort to retake the semester or full year failed. A schedule is prepared for each student during the appropriate intervention period with a teacher, as well as 24/7 accessibility to the course.				
	[A 2.3.4] Special Education Collaborative Teaching in Math Subjects A certified special education teacher plans and teaches along with the general education teacher. This strategy allows one-on-one instructional time for our special needs students during instructional hour with immediate feedback.	Parnell Wiggins	05/27/2022		

[G 3] College and Career Readiness
By Spring 2022, we will improve the percent of ready graduates by 10%.

Performance Measure
Early Post Secondary Opportunities (EPSOs)ACT Scores (21 or higher)Industry CertificationsASVAB ScoresGraduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] ACT Preparation Students in grades 10th-12th will attend regular ACT Prep Courses focusing on test-taking skills, test pedagogy, and content knowledge. In addition, 11th and 12th grade students will be enrolled in ACT Prep Classes during the school day to increase their Math and ELA scores. **Benchmark Indicator** Implementation: Quarterly review of student's report card data Quarterly attendance roster reviews of ACT workshops Quarterly assessment through Naviance (online platform) Effectiveness: Increase ACT prep classes student grades/performance levels at or above 70% mastery in Winter 2021 and Spring 2022 ACT prep classes roster to support an average of 25-30 students enrolled each semester (Winter 21 and Spring 22) Increase assessment scoring to 70%	**[A 3.1.1] ACT Boot Camp** 10th and 12th grade students will participate in ACT Boot Camps sessions sponsor by Peer Power to strengthen content comprehension of tested sub areas and improve on test taking skills that can support and enhance composite scores.	Cicely Dunigan Brooks; Michael King	05/27/2022		

on-track mastery by end of each semester (Winter 2021 and Spring 22)					
[S 3.2] Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness. **Benchmark Indicator** Implementation: Semester review of the number of Advanced Academics courses offered per year Semester review of students enrolled in each Advanced Academics course Quarter review of report card data of students in AP tutoring Effectiveness: Increase the number of AP course offerings by 5% of current offerings based on the master schedule Increase the outcome of students taking AP tutoring to reflect a double-digit gain for SY22Increase enrollment in both Health Science Administration, STEM, and Computer Science by 35% (NAF).	**[A 3.2.1] Dual Enrollment** Professors from colleges/ universities come during the school hours for students to participate in early post secondary opportunities. Hamilton High School have sessions for 11th and 12th graders to discuss the benefits for enrolling/participating in Dual Enrollment. All students have the opportunity to sign-up.	Blanchard Diavua	05/27/2022		
	[A 3.2.2] National Academy Foundation Students will be given the opportunity to enroll in a 3-year program that upon completion will earn industry certification(s) and college credit(s) after successfully completing the course and passing the industry certification exam.	Dykeisha Weston; LaTanya Pratcher	05/27/2022		
[S 3.3] Career Exploration and Work-Based Learning Opportunities Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc. **Benchmark Indicator**	**[A 3.3.1] Industry Certifications** Students in grades 9th-12th who score 70% and above will have the opportunity to earn career/technical certifications that are aligned with CCTE programs and career opportunities	Dykeysia Weston; LaTanya Pratcher	05/27/2022		

Implementation:Semester review of student career interest inventoriesQuarterly monitor enrollment and course selection for 8th and 9th grade students in CCTE coursesQuarterly review of the Work Based Learning programAnalyze semester transcriptsEffectiveness:Increase student interest with alignment of course offerings and selections by 50% alignmentIncrease the number of concentrators per CCTE course band by 70%Increase the number of students enrolled in WBL program and local business support by 50%Increase passing scores to a minimum of 70% in all CCTE courses					
[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements. **Benchmark Indicator** Implementation:Annual review of parent and student evaluation survey dataReview 4-year student academic and transition plans per semesterReview semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans)Effectiveness:Increase parental support of students transition period (as identified) by at least 70%Increase students that are on-track of reaching their post-secondary goals at a minimum of 70%Increase students that are on-track of reaching per their individualized educational plan at a minimum of 70%	**[A 3.4.1] Increase Graduation Rate of Students with Disabilities** By the end of the 2022, special education teachers will identify and utilize the SCS course codes manual appropriately to preview student schedules in an effort to increase graduation rate by 15%.	Parnell Wiggins	05/27/2022		
	[A 3.4.2] Summer Bridge for 9th grade students Incoming 9th grade students will have an opportunity to meet their teachers and	Free McKinney, Lyndsay Slusher	05/27/2022		

	administration, change classes, and orientate to the high school experience.				
	[A 3.4.3] 9th Grade Academy Incoming 9th grade students are a part of the 9th grade academy. Students are housed on the 1st floor and transition to classes as a group. Students wear and use academy gear (shirts, backpacks, notebooks, agendas).	Free McKinney; Lyndsay Slusher	05/27/2022		

[G 4] Safe and Healthy Students

By spring 2022, students will have equal access to a safe and healthy learning environment. The school will continue to focus on the area of discipline, attendance, and chronic absenteeism to move us towards our 20% decrease goal.

Performance Measure

Power BI dataPowerSchool dataSART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. **Benchmark Indicator** Implementation: Bi-weekly School Attendance Team meeting agendas and sign in sheets Quarterly parent workshop agendas and sign in sheets Bi-weekly check-in parent meeting agendas and sign in sheets Weekly attendance report Quarterly School Attendance Team Collaboration meeting agenda and sign in Bi-weekly SART and/or SARB meeting agenda and sign in Quarterly monitoring of student intervention plans with specific supports Effectiveness: Chronically out of school rates decrease by 5% or more in 2022 Improve attendance rates to 96.6% or more in 2022 Incremental increase of 2% on 20-day reports	**[A 4.1.1] Behavior Specialist** Every 20-Day attendance period, our Behavior Specialist focuses on at-risk students with behavior, attendance, and failing grade(s) concerns to increase our student daily attendance and performance; decrease chronic absenteeism and discipline infractions.	Blanchard Diavua; Anthony Moore	05/27/2022		

for attendance rates Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.)Student intervention plans will support students in the area of greatest need 100% of the time					
	[A 4.1.2] Student Incentives (A 1.2.2) A system will be developed for providing incentives, such as minimal-cost certificates, plaques, ribbons, small trophies, or instructionally-related items to be used in the classroom (e.g. pens, pencils, notebooks, flash drives, literature), for good and improved attendance and behavior.	Nancy Harrison	05/27/2022		
	[A 4.1.3] Reset Room A room that is staffed with a behavior interventionist (Reset Personnel) , where students facing problems or conflicts are sent to get assistance from an adult to avoid other disciplinary actions.	Anthony Keith Moore; Antwon Moore	05/27/2022		
	[A 4.1.4] Mental Health Center Supports We are provided with school-based personnel that provides treatment and support for students who are struggling with behavioral and emotional challenges. Services include threat assessments, counseling, crisis intervention, alcohol and drug treatment, etc..The school has an assigned mental health social worker.	Blanchard Diavua	05/27/2022		
	[A 4.1.5] SART Meetings and Intervention Plans (IZone A 1.1.3) Flagged students will have their SART meetings, conducted and intervention plans developed within 3 days of being flagged.	Blanchard Diavua	12/17/2021		
	[A 4.1.6] S.E.E.D. Training (IZone 1.1.1) School staff will be trained by the S.E.E.D. (Student Equity Enrollment and Discipline) Department on uniform processes to monitor student attendance	Blanchard Diavua	10/29/2021		

	and intervene immediately once students reach less than a 92% attendance rate.				
[S 4.2] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** Implementation: Quarterly review student attendance reports before and after community events Quarterly review student discipline reportsEvidence of parent participation in decision-makingConduct an annual adopter surveyEffectiveness: Increase in student daily attendance before and after at or above 50%Decrease in student discipline infractions by 10% after each eventIncrease parental involvement and attendance by at least 25% from previous eventPositive feedback and suggestions at or above 85% of adopters completing the survey	**[A 4.2.1] Parent and Community Engagement** Though our PTSO, our school maintains a connection between parents and community to effectively bring all stakeholders together to better enrich our students with support and resources. Our community partners provide resources to our population of students who may not be able to provide daily personal hygiene items.	Erricka Winford-Love	05/27/2022		
	[A 4.2.2] Breakfast with the Principal This event will allow parents and community members to hear first hand the principal's message and expectation(s) for the school year. In addition, they will have an opportunity to share insight points that will support the learning environment from a parent's point of view with school leaders.	Erica Love	11/30/2021		
	[A 4.2.3] Community Support Fair This event will allow parents, community members, business owners, student/parent support organizations to collaborate in an open setting that provides parents with resources (professional and personal) that will assist them in becoming productive citizens and enhance their level of support for the school.	Erica Love	03/31/2022		