

[G 1] Reading/Language Arts

By spring 2022, Sherwood Middle School will increase ELA on-track and mastery proficiency rates for grades 6-8 from 6.4% (SY2021) to 12.3% (SY2022) with special emphasis on subgroups (B/H/N, ED, EL, SWD and Hispanic)

Performance Measure

TNReady Assessment 12.5% on-track/mastery 6th - 8th (B/H/N 6.4% to 12.2%; ED 5.7% to 11.6%; EL 0.0% to 6.3%; SWD 17.3% to 22.5%; African America 5.4% to 11.3%; Hispanic 10.7% to 16.3%)District Formative Assessment: 70% on track/mastery(African American 15% to 70%; Hispanic 7.0% to 70%, ED 13.7% to 70%; EL 5.0% to 70%; SWD 40% to 70%) on track/ mastery in all groups.I-Ready Weekly Assessment: 70% on track/mastery (Special Attention to B/H/N, ED, EL, SWD, African American and Hispanic) on track mastery.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction At Sherwood Middle School, we will provide daily access to a rigorous reading/language arts curriculum will develop students(with special emphasis on B/H/N, ED, EL, SWD, African American and Hispanic) deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students(with special emphasis on B/H/N, ED, EL, SWD, African American and Hispanic) are career and college ready.</p> <p>Benchmark Indicator Benchmark IndicatorStudents(with special emphasis on B/H/N, ED, EL, SWD, African American and Hispanic) should perform at or above the 70% on Weekly School-level Assessments and District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for each quarter.Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional</p>	<p>[A 1.1.1] Implement Weekly PLC Meetings: Focus - Instructional Practices admin and ILT will ensure teachers have access to and understand the curricular framework provided by the district use curriculum maps and instructional resource guides provided by the district.Teachers will engage in safe practice of delivering standard aligned lessonleaders and exemplar teachers will model instructional practicesanalyze and decompose standards and align rigorous grade-level task that meet the depth of the standardDesired Outcome: (What will be different if you are successful in addressing this priority?) There will be a decrease in the achievement gap for scholars. Teachers will build their capacity in planning lessons that teach to the full standard as outlined within the curriculum.</p>	<p>PLC Coach, Instructional Facilitator, Admin Members, Instructional Leadership Team</p>	<p>06/04/2028</p>		

<p>shifts outlined in the rubric and gauge the implementation of standard aligned instruction. District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] Implement PLC: Align Instructional Resources with TN Standards provide teachers with district approved supplemental resources to support Tier I instruction aligned to the TN State Standards including, I-ready, Common Core State Standard Companion guides, and supplementary texts, materials and or digital resources (Monthly) Desired Outcome: (What will be different if you are successful in addressing this priority?) There will be a decrease in the achievement gap for scholars. Teachers will build their capacity in planning lessons that teach to the full standard as outlined within the curriculum. Scholars will be able to grapple with standard aligned task and increase mastery on interim assessments in preparation for TN Ready.</p>	<p>Wheeler-Jones, IF; D. Berry -Leach Principal, Mayham, PLC</p>	<p>04/29/2022</p>		
	<p>[A 1.1.3] Implement PLC: Analyze Student Work and Data analyze student(with special emphasis on B/H/N, ED, EL, SWD, African American and Hispanic subgroups) work to identify trends, misconceptions and determine plans of actions to address deficits analyze data from weekly assessments, I-ready diagnostics and benchmark assessments to use data to inform instruction and determine supports needed for all learners Desired Outcome: (What will be different if you are successful in addressing this action step) Teachers will engage in the process of analyzing student(with special emphasis on B/H/N, ED, EL, SWD, African American and Hispanic subgroups) work on a bi-</p>	<p>PLC Coach, Instructional Facilitator, Admin Members, Instructional Leadership Team</p>	<p>04/15/2022</p>		

	<p>weekly basis in order to identify students' (with special emphasis on B/H/N, ED, EL, SWD, African American and Hispanic subgroups) misconceptions, determine gaps in planning and instruction delivery as well as develop corrective plans for redelivery of standards.</p>				
<p>[S 1.2] Professional Development Professional development will be provided to teachers, administrators and instructional leaders on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.(Desired outcome for addressing this action step) There will be a decrease in the achievement gap for scholars. Teachers will build their capacity in planning lessons that teach to the full standard as outlined within the curriculum. Scholars will be able to grapple with standard aligned task and increase mastery on interim assessments in preparation for TN Ready.</p> <p>Benchmark Indicator Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support</p>	<p>[A 1.2.1] Implement Standards Based Curriculum Training School administrators, Professional learning coach, instructional facilitator and content lead teachers will participate in district provided professional training sessions designed to provide support around pedagogy, research based instructional practices, curriculum implementation and understanding of teaching to the depth of standards.School-level ELA Content Leads will attend monthly district sessionsAdministrators, Content leads, core and instructional resource teachers will complete district level content cadres and professional development sessions throughout the school year</p>	<p>PLC Coach, Instructional Facilitator, ILT and Admin members</p>	<p>04/28/2022</p>		

<p>and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 1.2.2] Implement Collaborative Planning to Provide Instructional Academic Support Increase teachers' capacity to deliver high quality instruction through content planning sessions focused: unpacking and understanding common core TN state standard component and align rigorous grade-level task with standards differentiated teaching strategies (engage in safe practice) identify and practice effective check for understanding methods that enhance student engagement and meaningful peer to peer discourse conduct student student work analysis analyze data (mastery connect, I-ready diagnostics, formative assessments) to identify misconceptions and problems of practice, develop action plan</p>	<p>PLC Coach, Instructional Facilitator, ILT and Admin members</p>	<p>04/28/2022</p>		
<p>[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 with special emphasis on</p>	<p>[A 1.3.1] Response to Instruction and Intervention (RTI2) Administer universal screener (Fall, Winter and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Intervention plans are created and monitored to determine student progress. Interventions for</p>	<p>Family Engagement Specialist, PLC Coach, Instructional Facilitator</p>	<p>04/28/2022</p>		

<p>interventions for B/H/N, ED, EL, SWD, African American and Hispanic subgroups)</p> <p>Benchmark Indicator Students (with special emphasis on B/H/N, ED, EL, SWD, African American and Hispanic subgroups) should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level with special emphasis on interventions for B/H/N, ED, EL, SWD, African American and Hispanic subgroups).Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>students are adjusted based on student performance by deficit.Provide all students (Tier I, II and III access to weekly targeted enrichment or support using the district's online intervention tools to foster student growth.Tier II and Tier III intervention will be provided by select interventionist and Tier I intervention will be provided during school-wide intervention hour by core content teachersUse supplemental resources such as IReady, TN Coach workbooks, TN Released items, I-Ready and approved online tutorial programs.Conduct monthly data review meetings and share data documents with parents</p>				
	<p>[A 1.3.2] Implement Extend Learning Program Provide all students with targeted enrichment and support to help close achievement gap such as: school-based extended learning program, weekly tutoring, learning camps(Teacher will receive part-time salaries for working in the program) Program will increase 6-8 grades academic achievement in ELA.</p>	<p>Wheeler-Jones, ICC; Mayham , PLC; Berry-Leach, Principal; ILT Leads</p>	<p>06/17/2022</p>		
	<p>[A 1.3.3] Implement Monthly Parental Academic Sessions Host monthly parental involvement events to help parents:understand student data, demands of curriculum help parents identify methods to support student academics by providing information about curriculum support materials (copiers, supplies and other related resources may be purchased to provide these resources)provide access to online resourcesUse surveys to gain parental input and Identify additional need</p>	<p>Wheeler-Jones, IF; Mayham, PLC; Wilson, Family Engagement Specialist; Gainer, Behavior Specialist</p>	<p>05/06/2022</p>		

[G 2] Mathematics
By spring 2022, Sherwood Middle School will increase on-track/mastery percentages for grades 6-8 from 2.8% (SY2021) to 8.9% (SY2022) for whole group with special

emphasis on subgroups (B/H/N, ED, EL, SWD, African American and Hispanic).

Performance Measure

TNReady Assessment 8.9% on-track/mastery 6th - 8th (B/H/N 2.7% to 8.8%; ED 2.6% to 8.7%; EL 0.0% to 6.3%; SWD 15.2% to 20.5%; African American 3.0% to 9.0%; Hispanic 1.9% to 8.7%).District Formative Assessment - 70% (African American 9.7% to 70%; Hispanic 12.7% to 70%; ED 9.5% to 70%, EL 8.7% to 70%; SWD 0.0% to 70%) on-track/mastery all groupsBi-Weekly Assessments - 70% (Special Attention to B/H/N, ED, EL, SWD, African American and Hispanic) on-track/mastery

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator Students (with emphasis on subgroups SWD, B/H/N, EL, African American, ED and Hispanic) should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.Students (with emphasis on subgroups SWD, B/H/N, EL, African American, ED and Hispanic) should perform at or above 70% on-track/mastery on bi-weekly school-wide assessment aligned with core instructional standards taught in the unit.Weekly classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the administration team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be</p>	<p>[A 2.1.1] Implement Consistent Classroom Observation and Feedback Cycles Instructional leadership team and Zone coaches will utilize classroom walkthroughs and informal observation protocols and debriefing document from educational epiphany for observation and feedback cycles to provide consistent feedback to teachers to ensure instruction is aligned to TN State standards and that research based strategies are used to address diverse needs of all learners.Administrators will conduct informal and formal observations using TEM rubric and provide feedback with actionable next steps(Desired outcome as a result of addressing this actions step) Delivery of consistent feedback and support will build teacher capacity in planning and delivering Tier I instruction and allow them to adequately address student misconceptions/improve student engagement.</p>	<p>D. Berry-Leach (Principal), B. Asemota, B. Moore (AP), L. Wheeler-Jones, R. Mayham (Instructional Facilitators); Zone Coaches; C. Broome, P. Morrow, C. Johnson, V. White & M. Stephens (Instructional Leadership Team)</p>	<p>05/04/2021</p>		

<p>collected an segregated to observe trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 70% per observation cycle.School Equity walks conducted monthly by School-level instructional leadership cross-functional teams</p>					
	<p>[A 2.1.2] Implement Weekly PLC Meetings: Focus - Instructional Practices admin and ILT will ensure teachers have access to and understand the curricular framework provided by the district use curriculum maps and instructional resource guides provided by the district.Teachers will engage in safe practice of delivering standard aligned lessonleaders and exemplar teachers will model instructional practicesanalyze and decompose standards and align rigorous grade-level task that meet the depth of the standard(Desired outcome as a result of addressing this action step) There will be a decrease in the achievement gap for scholars. Teachers will build their capacity in planning lessons that teach to the full standard as outlined within the curriculum. Scholars will be able to grapple with standard aligned task and increase mastery on interim assessments in preparation for TN Ready</p>	<p>D. Berry-Leach, Principal; B. Asemota & B. Moore, AP; R. Mayham - PLC; L. Wheeler-Jones, IF; ILT Members: C. Johnson, C. Broome; J. Machen-Gray</p>	<p>05/12/2022</p>		
	<p>[A 2.1.3] Implement PLC: Align Instructional Resources with TN Standards provide teachers with district approved supplemental resources to support Tier I instruction aligned to the TN State Standards including, Measuring Up Math Workbooks, Common Core State Standard Companion guides, and supplementary texts, materials and or digital resources(Desired outcome as a result of addressing this action step) Teachers will build their capacity in planning lessons that teach to the full standard as outlined within the curriculum.</p>	<p>D. Berry-Leach, Principal; B. Asemota & B. Moore, AP; R. Mayham, PLC; L. Wheeler-Jones, IF; Instructional Leadership Team: C. Johnson; C. Broome, J. Machen-Gray</p>	<p>04/29/2022</p>		

	<p>[A 2.1.4] Implement PLC: Analyze Student Work and Data</p> <p>analyze student work to identify trends, misconceptions and determine plans of actions to address deficits analyze data from weekly assessments, I-ready diagnostics and benchmark assessments to use data to inform instruction and determine supports needed for all learners (Desired outcome as a result of addressing this action step) Teachers will engage in the process of analyzing student work on a bi-weekly basis in order to identify students' misconceptions, determine gaps in planning and instruction delivery as well as develop corrective plans for redelivery of standards. As a result student academic achievement will increase for all learners.</p>	<p>D. Berry-Leach, Principal; B. Asemota & B. Moore, AP; R. Mayham, PLC; L. Wheeler-Jones, IF; ILT C. Johnson, J. Machen-Gray, C. Broome</p>	<p>05/06/2022</p>		
<p>[S 2.2] Professional Development</p> <p>Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator</p> <p>Weekly classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. School-level walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure school leaders are gaining</p>	<p>[A 2.2.1] Implement Standards Based Curriculum Training</p> <p>School administrators, Professional learning coach, instructional facilitator and content lead teachers will participate in district provided professional training sessions designed to provide support around pedagogy, research based instructional practices, curriculum implementation and understanding of teaching to the depth of standards. School-level Math Content Leads will attend monthly district sessions Administrators, Content leads, core and instructional resource teachers will complete district level content cadres and professional development sessions throughout the school year</p>	<p>D. Berry-Leach, Principal; B. Asemota & B. Moore, AP; R. Mayham, PLC; L. Wheeler-Jones, IF; C. Johnson, Lead; B. Gitter, SPED Advisor, M. Sakaan, ESL Advisor</p>	<p>03/25/2022</p>		

<p>and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Attend zone meetings and small-group ILT sessions facilitated monthly by Instructional Leadership Directors at 85% attendance that support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during walk throughs. Quarterly school-level PD sessions for parents and community stakeholders to review data, receive progress updates and learn effective strategies to help students reach the school's mathematics goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor agenda and rosters are submitted at the beginning of each semester to ensure collegial support is ongoing for new teachers. Mentors will attend district level professional development session to build capacity around coaching, providing high quality feedback and goal setting.</p>					
	<p>[A 2.2.2] Implement Collaborative Planning to Provide Instructional Academic Support Increase teachers' capacity to deliver high quality instruction through content planning sessions focused: unpacking and understanding common core TN state standard component and align rigorous grade-level task with standards differentiated teaching strategies (engage in safe practice) identify and practice effective check for understanding methods that enhance student engagement and meaningful peer to peer discourse conduct student student work analysis analyze data (mastery connect, I-ready diagnostics, formative assessments) to identify misconceptions and problems of practice, develop action plan</p>	<p>D. Berry-Leach, Principal; B. Asemota & B. Moore, AP; R. Mayham, PLC; C. Johnson & C. Broome, ILT Math Teacher Leads, Wheeler-Jones, IF; J. Machen-Gray, SPED Chair</p>	<p>04/08/2022</p>		
	<p>[A 2.2.3] Provide Differentiated Learning</p>	<p>R. Mayham,</p>	<p>05/06/2022</p>		

	<p>Opportunities Provided differentiated professional development for Novice, SPED, ESL, and General Ed Math teachers each semester that focuses on building students foundational skills, increasing student engagement and addressing math standards.</p>	PLC; L. Wheeler-Jones, IF; J. Machen-Gray, Sped Chair; C. Johnson & C. Broome, ILT Teacher Leads; District/Zone Level Professional Development Coaches			
	<p>[A 2.2.4] Implement New Teacher Mentoring & Professional Develop Program Leverage IF, PLC, Instructional Leadership team and mentors to provide direct support to novice and struggle teachers to improve mathematics instructional practices across grades 6th - 8th. New teachers will engage in monthly school-level professional development sessions. Mentors are assigned to teachers with 2 or less years of teaching experience based on observation and trends for walkthroughs identified teachers that need additional support will engage in one-on-one and or small group professional development sessions and coaching as needed</p>	B. Berry-Leach, Principal; B. Asemota & B. Moore, AP; L. Wheeler-Jones, IF; R. Mayham, PLC; ILT Members: C. Broome, C. Johnson, J. Machen-Gray, B. Giter - Exceptional Children Supervisor; Musken, ESL Advisor	04/29/2022		
<p>[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 with special emphasis on interventions for B/H/N, ED, EL, SWD, African American and Hispanic subgroups).</p>	<p>[A 2.3.1] Response to Instruction and Intervention (RTI2) Administer universal screener (Fall, Winter and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Intervention plans are created and monitored to determine student progress. Interventions for students are adjusted based on student performance by deficit. Provide all students (Tier I,</p>	D. Berry-Leach, Principal; B. Asemota and B. Moore, AP; R. Mayham, PLC; L. Wheeler-Jones, IF; M.	05/13/2022		

<p>Benchmark Indicator Students (with special emphasis on interventions for B/H/N, ED, EL, SWD, African American and Hispanic subgroups) should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level (special emphasis on interventions for B/H/N, ED, EL, SWD, African American and Hispanic subgroups). When applicable - Weekly review of grade reports for students enrolled in tutoring/extended learning programs to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>II and III access to weekly targeted enrichment or support using the district's online intervention tools to foster student growth. Tier II and Tier III intervention will be provided by select interventionist and Tier I intervention will be provided during school-wide intervention hour by core content teachers as Use supplemental resources such as Measure Up workbooks, TN Coach workbooks, TN Released items, I-Ready and approved online tutorial programs. Conduct monthly data review meetings and share data documents with parents</p>	<p>Shotwell, RTI Lead Teacher; School Psychologist; J. Machen-Gray, SPED Chair</p>			
	<p>[A 2.3.2] Implement Extend Learning Program Provide all students with targeted enrichment and support to help close achievement gap such as: school-based extended learning program, weekly tutoring, learning camps (Teacher will receive part-time salaries for working in the program) Program will increase 6-8 grades academic achievement in Math and Science as well as provide intense academic intervention through the uses of Ready Reading, Ready Math and I-Ready computer-based programs.</p>	<p>D. Berry-Leach, Principal; B. Asemota and B. Moore, AP; R. Mayham, PLC; L. Wheeler-Jones, IF; M. Shotwell, RTI Lead Teacher; School Psychologist; J. Machen-Gray, SPED Chair; P. Morrow, Mentor</p>	<p>06/30/2022</p>		
	<p>[A 2.3.3] Implement Monthly Parental Academic Sessions Host monthly parental involvement events to help</p>	<p>D. Berry-Leach, Principal; B.</p>	<p>05/07/2022</p>		

	<p>parents: understand student data, demands of curriculum help parents identify methods to support student academics by providing information about curriculum support materials (copiers, supplies and other related resources may be purchased to provide these resources) provide access to online resources Use surveys to gain parental input and Identify additional needs</p>	<p>Asemota and B. Moore, AP; R. Mayham, PLC; L. Wheeler-Jones, IF, A. Hamilton, C. Mcgee, J. Niter, School Counselors; J. Wilson, Family Engagement Specialist</p>			
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[G 3] Safe and Healthy Students
 Sherwood Middle School will reduce the percentage of chronically out of school students from 27.5% (SY2019) to 26.7% (SY2022) with special emphasis on subgroups (B/H/N, ED, EL, SWD, African American and Hispanic).

Performance Measure
 Power BI data (chronically out to school rate below 26%) (B/H/N 26.3% to 24.7%, ED 26.7 to 25.0%, EL 7.2 % to 5.4%, SWD 33% to 30.2%; African American 36.8% to 34.5%; Hispanic 15.7% to 14.7%).PowerSchool data (special emphasis on subgroups; (B/H/N, ED, SWD, African American and Hispanic) 95% or higher attendance rate 20-day periods)SART documentation for at-risk students (decrease in percentage of student referred for SART meetings)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students (emphasis on subgroups B/H/N, ED, EL, SWD, African American and Hispanic).</p> <p>Benchmark Indicator Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents.. Monitor 20 day reports to identify students at risk of high chronic absenteeismMonitor 20 day reports to assess the impact of suspensions on daily attendance.Monitor students every 20</p>	<p>[A 3.1.1] Provide Positive Behavior Intervention and Support Programs Implement school-wide RTI2-B behavior prevention and intervention plan with fidelity that encourages positive and safe behavior amongst teacher and students/student and students. Regular and on-going revisit and review of the RTI-B at least 3 times a semester Grade-level Counselors will train teachers and students: RTI-B plan, strategies, ACES, De-escalation strategiesGrade-level administrators and counselors provide entry meetings with new/transfer students to ensure new students have knowledge of the school, grade, classroom expectations as well as conduct reentry meetings for students that have received progressive discipline that results in being out of</p>	<p>D. Berry-Leach, Principal; B. Asemota and B. Moore, AP; A. Hamilton, C. Mcgee, J. Nlter, Grade level counselors; J. Wilson, Family Engagement Specialist; R. Gainer, Behavior Specialist; J.</p>	<p>05/13/2022</p>		

<p>days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p>	<p>school</p>	<p>Machen-Gray, SPED Chair, R. Mayham, PLC; L. Wheeler-Jones, IF</p>			
	<p>[A 3.1.2] Implement RTI Review Teams: Attendance & Discipline Continue to utilize cross-functional teams to review attendance, chronic absenteeism and behavior data to identify at risk students. Data review will include: Truancy status, absence type, referrals, infractions types, implementation of progressive discipline and consequences to determine if additional interventions should be provided. Utilize in school suspension to decrease the number of out-of-school suspensions which will minimize missed instructional time. Leverage behavior specialist, family engagement specialist and school counselors to provide SEL support to students and staff. Host SEL sessions for all students and staff. Facilitate parent school compact to build supportive relationships with parents and community stakeholders.</p>	<p>D. Berry-Leach, Principal; B. Asemota and B. Moore, AP; A. Hamilton, C. Mcgee, J. Nlter, Grade level counselors; J. Wilson, Family Engagement Specialist; R. Gainer, Behavior Specialist; J. Machen-Gray, SPED Chair, R. Mayham, PLC; L. Wheeler-Jones, IF</p>	<p>05/20/2022</p>		
	<p>[A 3.1.3] Conduct Parent Informative Sessions Parent meetings will be held for students identified as at-risk for chronic absenteeism due to attendance and or behavior related absences (In school suspension, Out-of-school suspension and other progressive discipline steps). Chronic absenteeism team will check attendance daily and contact parents of students that have missed more than 1 day of that week. Identify students that have accumulated 5 absences and refer for SART meeting. RTIB Team will monitor discipline reports and attendance reports - every 20-day period and contact parents of students at risk of being truant.</p>	<p>D. Berry-Leach, Principal; B. Asemota and B. Moore, AP; A. Hamilton, C. Mcgee, J. Nlter, Grade level counselors; J. Wilson, Family Engagement Specialist; R.</p>	<p>05/16/2022</p>		

		Gainer, Behavior Specialist; J. Machen-Gray, SPED Chair, R. Mayham, PLC; L. Wheeler-Jones, IF			
<p>[S 3.2] Professional Development Staff will participate in ongoing, high quality professional development provided by the district, school counselors and exemplar teachers that focuses on classroom/behavior management, social emotional learning, modifying instructional practices that increase student engagement, to improve student behavior and attendance which will positively impact student achievement.</p> <p>Benchmark Indicator Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development session Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Utilize district and school level student surveys to gain insight on student perceptions: environment, teacher effectiveness, climate and culture</p>	<p>[A 3.2.1] Conduct Professional Development on SEL and ACES Awareness Staff will continue to receive training ACES awareness and SEL supports:conduct open discussion sessions focused on equity and equality staff will be trained on Social Emotional Learning (SEL) and will implement strategies in classrooms staff and students will be trained on RTIB school-wide behavior matrix staff will attend district and or school level training on classroom management, positive classroom culture, student engagement staff will review SEL, ACES and De-escalation strategies throughout the year to build capacity around fostering positive relationships with all students and parents</p>	D. Berry-Leach, Principal; B. Asemota and B. Moore, AP; A. Hamilton, C. Mcgee, J. Niter, Counselors; Laura, Bi-lingual Mentor J. Wilson, Family Engagement Specialist, R. Gainer, Behavior Specialist; R. Mayham, PLC; L. Wheeler-Jones, IF; C. Johnson, ILT	04/30/2022		
	<p>[A 3.2.2] Conduct Parent Support Sessions Strengthen partnerships between parents, community and teachers by hosting information sessions to inform and involve all stakeholders in discussion and identifying solutions that address important topics (school readiness, school improvement, attendance, discipline and community resources/programs).</p>	J. Wilson, Family Engagement Specialist; R. Gainer, Behavior Specialist; A. Hamilton, C. Mcgee, J. Niter,	05/06/2022		

		Counselors; Laura, Bi- Lingual Mentor, R. Mayham, PLC; L. Wheeler- Jones, IF; D. Berry-Leach Principal, B. Asemota and B. Moore, AP; C. Johnson, ILT			
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance, behavior and overall academic success.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on school level topics through monthly parent surveys. Conduct annual adopter survey to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>[A 3.3.1] Implement Parent, Family & Community Engagement Initiatives Initiatives will focus on collaborating with parents, families and community members to positively impact (school readiness, academic performance as well as share attendance and discipline data and trends) Utilize surveys to gather data related to continued school improvement seeking suggestions and feedback inform parents of important school level and district news or updates. Communications sent to parents, families and community related to school events and updates (robo calls, emails, flyers, etc) will be formatted in English, Spanish and other languages when applicable. Host events to raise awareness of the importance of active parent involvement Leverage Student Engagement events (afternoon check-in sessions with school leaders) Implement Student Council to support positive school culture, increase student involvement in school events and to promote positive behavior Highlight student academic and non-academic improvements and achievements Utilize Bilingual Mentor and 2 ESL teachers and other staff whom are fluent in Spanish (other language as needed) to help remove communication barriers Insure Bilingual Mentor is present at all school events and assists with translating presentations for non-English speaking stakeholders</p>	D. Berry- Leach, Principal, B. Asemota and B. Moore, AP; J. Wilson, Family Engagement Specialist; A. Hamilton, C. Mcgee, J. Niter, Counselors; Laura, Bi- lingual Mentor; R. Mayham, PLC; L. Wheeler- Jones, IF	06/30/2022		

	<p>[A 3.3.2] Community Partnerships Utilize partnerships with community organizations, adopters and local businesses to provide resources that promote increasing parent knowledge, attendance and positive behaviorutilize Parent Resource Center to coordinate and integrate parental involvement programs and community initiativesHost: Open House, Parent-Teacher conferences, Academic Data Night, Literacy Night, Math, Science & STEM NightHost Culture Awareness events: Hispanic Heritage Month, black History Month, etc.Provide parents with access to Homework Helpers/District Homework Help LineParent with Organizations to support at-risk youth: (i.e Gang prevention, Men of Distinction, New Ballet)Counselors, Family Engagement Specialist, Behavior Specialist, Bi-Lingual mentor will provide parents with information about district and community support programs and resources.</p>	D. Berry-Leach, Principal; B. Asemota and B. Moore, AP; J. Wilson, Family Engagement Specialist; R. Gainer, Behavior Specialist; A. Hamilton, C. Mcgee, J. Niter, Counselors	06/10/2022		
	<p>[A 3.3.3] Community Partnerships Utilize partnerships with community organization, adopters and local businesses to provide resources that promote attendance and positive behaviorLeverage Parent Resource Center to coordinate and integrate parental involvement programs and community initiativesHost: Open House, Parent-Teacher Conferences, Academic Data Night, Literacy Night, Math & Science Night in an effort to improve academics, attendance and behaviorPartner with Community Organizations and staff to mentor at-risk youth (i.e Gang Prevention, New Ballet, Men of Distinction/ Bi-weekly School-level Clubs sponsored by Sherwood Middle Staff)Host Culture Awareness events (e.g. Hispanic Heritage Month, Black History Month etc.)Provide parents with access to Homework Helpers/District Homework Hotline School Counselors will work to provide parents with information and access to district level/community support programs and resources</p>	D. Berry-Leach, Principal; B. Asemota and B. Moore, AP; J. Wilson, Family Engagement Specialist; A. Hamiton, C. Mcgee, J. Niter, Counselors; R. Gainer, Behavior Specialist; R. Mayham, PLC; L. Wheeler-Jones, IF	05/26/2022		