Carver College and Career Academy Annual Plan (2022 - 2023)

Last Modified at Nov 30, 2022 10:45 AM CST

[G 1] Reading/Language Arts
Carver College and Career Academy will increase ELA on-track and mastery proficiency rates from 3.7% in the 2021-22SY to 15.7% in the 2022-23SY.

Lever of Change

Lever 2: Effective Instruction (Strategic Plan Alignment Academics)

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

** District Turnaround Plan Goal**

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

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 career and college ready. **Supporting Data**	**[A 1.1.1] Implement MSCS ELA Curriculum** Literacy (ELA) content teachers will implement, plan, and deliver standards-based learning experiences using the Wonders Curriculum and SAVAAS with an emphasis on the district's four Instructional Practices (Performance-Based Objectives; Academic Vocabulary; Gradual Release/5 E's; and Writing/Manipulatives) **Implementation** * Daily classroom observations using the District	Dr. James Suggs, Emily Moering	05/26/2023		

New Strategy **Evidence:** Standards Aligned Core Instruction What We Know and Where We Need to Go High Quality Curriculum and System Improvement Tier I <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf> **Benchmark Indicator** **Benchmark Indicator** Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. Classroom Observation 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. Semester review of TEM observation data to monitor educators delivery of standard aligned	Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness** * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. *Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.				

lessons to the TN Standards. **Implementation** * Informal Walkthrough data * Informal observation and feedback * PD agendas and sign-in * Mastery Connect OTM scores in ELA *Weekly lesson plan review *Weekly PLC meetings and collaborative planning **Effectiveness** *Weekly classroom walkthrough data will reflect effective instructional practices in 85% of observed classrooms *District CFAs will increase each quarter by at least 2 points *Weekly student work will reflect grades of 70% or above					
	[A 1.1.2] Provide Supplemental Resources to Improve Student Achievement Carver College and Career Academy will secure additional supplies, materials, equipment and resources for students and teachers that support academic growth and achievement in reading/language arts. **Implementation**	Dr. James Suggs	04/14/2023		

	* Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness** * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. * Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.				
[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, mastery of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Supporting Data** New Strategy	**[A 1.2.1] Professional Learning Opportunities to Strengthen Pedagogy** Principal, teachers, educational assistants and other connected staff will attend professional learning opportunities to gain knowledge of effective research-based core instructional practices that will improve engagement in daily lessons and ultimately student achievement. Professional development sessions will provide participants with knowledge 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.	Dr. James Suggs, Emily Moering, Kaneisha Leahman	05/26/2023		

Evidence

Professional Development

Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds

Tier I

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

Tier I

<https://www.sciencedirect.com/science/article/pii/S0742051X17304225>

Benchmark Indicator
Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.

Classroom Instruction 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.

Implementation

*Per semester course selection based on faculty/staff needs

*Per semester PD agenda, materials, and sign-in (attendance)

*Coaching forms with actionable feedback

Effectiveness

*Per semester professional development teacher attendance rate at or above 95%

*Weekly classroom walkthrough data will reflect effective instructional practices in 85% of observed classrooms

*District CFAs will increase each quarter by at least 2 points

*Weekly student work will reflect grades of 70% or above

Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. 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. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor teacher assignments are made and rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire. **Implementation** * Monthly Zone meetings with ILD * Bi-weekly Instructional Practice review meetings * Weekly Collaborative Planning Session agenda and sign in * Quarterly Professional Development agenda and sign in *Monthly MSCS Leadership Development Week meetings					

*Monthly PD focused faculty meetings **Effectiveness** *Per semester professional development teacher attendance rate at or above 95% *Weekly collaborative planning that focuses 95% of the time on student work and data trends *Weekly classroom walkthrough data will reflect effective instructional practices in 85% of observed classrooms *District CFAs will increase each quarter by at least 2 points *Weekly student work will reflect grades of 70% or above					
[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. **Supporting Data** New Strategy **Evidence**	**[A 1.3.1] Implement Response to Instruction and Intervention (RTI2)** The RTI Team will consult with the school psychologist and the RTI Advisor to determine appropriate interventions for students. Students will receive thirty (Tier II) or forty-five (Tier III) minutes of quality intervention instruction daily. Students' progress and teachers' effective teaching practices will be monitored through intervention walkthrough tools, fidelity checks, universal screeners, and progress monitoring assessments. **Implementation** *Monthly Data Team meeting agenda and sign-in	Dr. James Suggs, Trenetia Lowery	05/26/2023		

	*Monthly fidelity check notes/records				
Targeted Intervention and Personalized Learning	*Monthly RTI compliance reports				
	*Daily classroom observations				
Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools	**Effectiveness**				
Tier I	*Out of compliance students will decrease incrementally by 1.5% or more per quarter				
https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf	*The number of Tier III students requiring intervention will decrease 10% by decreasing 5% after each universal screener (Fall, Winter, Spring) assessment				
Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.					
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.					
Weekly review of grade reports for students enrolled in extended learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					
Implementation					
* Daily intervention block					
*Quarterly District Common Formative Assessment					
*Weekly (Tier III) or Bi-weekly (Tier II) Progress Monitoring					
* Monthly progress monitoring data reports with a focus on deficit areas					

* Monthly data team meetings agendas and sign in sheets **Effectiveness** *Students are engaged in RTI for at least 85% of the intervention block *District CFAs are improving amongst Tier II and Tier III students by at least 3 points per quarter/assessment cycle *Student grade recording/PowerSchool report will reflect fewer failing grades during progress reports and report card periods (every 4th week)					
	[A 1.3.2] Extended Learning Extended Learning will occur before or after school to tutor students who are having difficulty in reading. Smaller groups and intense instruction will help to increase student achievement. **Implementation** * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness** * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and	Dr. James Suggs, Emily Moering	05/26/2023		

	Spring) which align with core instructional standards for the specific quarter. * Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. * Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.				
	[A 1.3.3] Support for English Language Learners Provide a Bilingual Mentor to serve as liaison between school staff and students and parents whose primary spoken language is one other than English. The Bilingual Mentor is responsible for providing academic assistance to students in the English as a Second Language (ESL) program; and interpreting (written and spoken) for students, parents and teachers. **Implementation** * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness** * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.	Dr. James Suggs	05/26/2023		

	* Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. * Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.				
	[A 1.3.4] Improving Student Achievement Through Community Volunteers Students from Rhodes College will come once a week for an hour and work in small groups with our students. These college students are involved in a project about immigration and will learn about our students' lives, why they came to this country, how they got here, their family dynamics, and important information about who an immigrant is. As a part of the culminating activity, they will create a book about each student. **Implementation** * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness** * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.	Dr. James Suggs	05/26/2023		

	* Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. * Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.				
	[A 1.3.5] Project STAND Project STAND (Social-Emotional, Transition, Academic and Network Developing) is a juvenile justice program that provides a mentor-based support focusing on building relations with the youth and their families to reduce recidivism. Project STAND creates a culture of mentorship and serves as positive role models for students while emphasizing transition and post-secondary outcomes. **Implementation** * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness** * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.	Dr. James Suggs	05/26/2023		

	* Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. * Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.				

[G 2] Mathematics
Carver College and Career Academy will increase Math on-track and mastery proficiency rates from 0.7% in the 2021-22SY to 13.1% in the 2022-23SY.

Lever of Change

Lever 2: Effective Instruction (Strategic Plan Alignment Academics)

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

** District Turnaround Plan Goal**

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

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 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	**[A 2.1.1] Implement MSCS Mathematics Curriculum** Mathematics content teachers will implement, plan, and deliver standards-based learning experiences using the Eureka Math Curriculum and SAVAAS Envision with an emphasis on the district's four Instructional Practices (Performance-Based Objectives; Academic Vocabulary; Gradual	Dr. James Suggs, Sheila Crowe	05/26/2023		

career and college ready. **Supporting Data** New Strategy **Evidence** Standards Aligned Core Instruction What We Know and Where We Need to Go High Quality Curriculum and System Improvement Tier I <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf> **Benchmark Indicator** **Benchmark Indicator** Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. Classroom Observation Walkthrough data will be monitored through the district's PD management	Release/5 E's; and Writing/Manipulatives) **Implementation** * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly Mathematics Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness** * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. * Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.				

system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Semester review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards. **Implementation** * Informal Walkthrough data * Informal observation and feedback * PD agendas and sign-in * Mastery Connect OTM scores in ELA **Effectiveness** *Weekly classroom walkthrough data will reflect effective instructional practices in 85% of observed classrooms *CFAs will increase each quarter by at least 2 points *Weekly student work will reflect grades of 70% or above					
	[A 2.1.2] Provide Supplemental Resources o Improve Student Achievement Carver College and Career Academy will secure additional supplies, materials, equipment and resources for students and teachers that support academic growth and achievement in mathematics.	Dr. James Suggs	04/14/2023		

	Implementation				
	* Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document				
	*Daily use of technology				
	* Quarterly Mathematics Mastery Connect Data				
	* Daily observation of student engagement during instructional time				
	Effectiveness				
	* Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.				
	* Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards.				
	* Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.				
[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 performance. **Supporting Data** New Strategy	**[A 2.2.1] Professional Learning Opportunities to Strengthen Pedagogy** Principal, teachers, educational assistants and other connected staff will attend professional learning opportunities to gain knowledge of effective research-based core instructional practices that will improve engagement in daily lessons and ultimately student achievement. Professional development sessions will provide participants with knowledge 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.	Dr. James Suggs	05/26/2023		

Evidence Professional Development Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds Tier I https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf Tier I <https://www.sciencedirect.com/science/article/pii/S0742051X17304225> **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. Classroom Instruction 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.	**Implementation** *Per semester course selection based on faculty/staff needs *Per semester PD agenda, materials, and sign-in (attendance) *Coaching forms with actionable feedback **Effectiveness** *Per semester professional development teacher attendance rate at or above 95% *Weekly classroom walkthrough data will reflect effective instructional practices in 90% of observed classrooms *CFAs will increase each quarter by at least 2 points *Weekly student work will reflect grades of 70% or above				

Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. 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. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor teacher assignments are made and rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire. **Implementation** * Weekly ILD Coaching Support Calendar * Bi-weekly classroom drop ins reports * Bi-Weekly classroom instructional walkthrough reports * Quarterly Collaborative Planning Session agenda and sign in * Quarterly Professional Development agenda and sign in					

Effectiveness *Per semester professional development teacher attendance rate at or above 95% *Weekly collaborative planning that focuses 95% of the time on student work and data trends *Weekly classroom walkthrough data will reflect effective instructional practices in 90% of observed classrooms *CFAs will increase each quarter by at least 2 points *Weekly student work will reflect grades of 70% or above					
[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. **Supporting Data** New Strategy ** Evidence** Targeted Intervention and Personalized Learning	**[A 2.3.1] Implement Response to Instruction and Intervention (RTI2)** The RTI Team will consult with the school psychologist and the RTI Advisor to determine appropriate interventions for students. Students will receive thirty (Tier II) or forty-five (Tier III) minutes of quality intervention instruction daily. Students' progress and teachers' effective teaching practices will be monitored through intervention walkthrough tools, fidelity checks, universal screeners, and progress monitoring assessments. **Implementation** *Monthly Data Team meeting agenda and sign-in *Monthly fidelity check notes/records	Dr. James Suggs, Trenetia Lowery	05/26/2023		

Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools Tier I https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf ** ** **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. 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. Weekly review of grade reports for students enrolled in extended learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. **Implementation** * Daily intervention block *Quarterly Common Formative Assessment *Weekly (Tier III) or Bi-weekly (Tier II) Progress Monitoring * Monthly progress monitoring data reports with a focus on deficit areas	*Monthly RTI compliance reports *Daily classroom observations **Effectiveness** *Out of compliance students will decrease incrementally by 1.5% or more per quarter *The number of Tier III students requiring intervention will decrease 10% by decreasing 5% after each universal screener (Fall, Winter, Spring) assessment				

* Monthly data team meetings agendas and sign in sheets **Effectiveness** *Students are engaged in RTI for at least 85% of the intervention block *CFAs are improving amongst Tier II and Tier III students by at least 3 points per quarter/assessment cycle *Student grade recording/PowerSchool report will reflect fewer failing grades during progress reports and report card periods (every 4th week)					
	[A 2.3.2] Extended Learning Extended Learning will occur before or after school to tutor students who are having difficulty in mathematics. Smaller groups and intense instruction will help to increase student achievement. **Implementation** * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness**	Dr. James Suggs, Sheila Crowe	05/26/2023		

	* Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. * Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.				
	[A 2.3.3] Improving Student Achievement Through Community Volunteers Students from Rhodes College will come once a week for an hour and work in small groups with our students. These college students are involved in a project about immigration and will learn about our students' lives, why they came to this country, how they got here, their family dynamics, and important information about who an immigrant is. As a part of the culminating activity, they will create a book about each student. **Implementation** * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness**	Dr. James Suggs	05/26/2023		

	* Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. * Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.				
	[A 2.3.4] Project STAND Project STAND (Social-Emotional, Transition, Academic and Network Developing) is a juvenile justice program that provides a mentor-based support focusing on building relations with the youth and their families to reduce recidivism. Project STAND creates a culture of mentorship and serves as positive role models for students while emphasizing transition and post-secondary outcomes. **Implementation** * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness** * Students should perform at or above the 70% on	Dr. James Suggs	05/26/2023		

| District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.

* Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards.

* Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.				

[G 3] College and Career Readiness
Carver College and Career Academy will increase the average ACT composite from 12.0% in the 2021-22SY to 15.0% in the 2022-23SY.

Carver College and Career Academy will increase the number of ready graduates from 0.0% in the 2021-22SY to 12.5% in the 2022-23SY.

Carver College and Career Academy will increase the graduation rate from 0.6% in the 2021-22SY to 13.0% in the 2022-23SY.

(accountability lag year)

Lever 2: Effective Instruction (Strategic Plan Alignment Academics)

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

** District Turnaround Plan Goal**

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Implementation

*Naviance

Effectiveness

Performance Measure
Performance effectiveness will be measure by the following:

* Early Post Secondary Opportunities being offered
* ACT composite score (21 or higher)
* Earnings of Industry Certifications
* ASVAB Scores
* Graduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21. **Supporting Data** New Strategy **Evidence** ACT Preparation ACT/SAT Test Preparation and Coaching Programs: The Effects of Test Preparation Activities on ACT Assessment Scores [Experiment 2] <https://ies.ed.gov/ncee/wwc/InterventionReport/66	**[A 3.1.1] ACT (Before and After School Tutoring)** Students will participate in tutoring before and after school that is focused on reading, math, science, and test taking strategies. **Implementation** Weekly student attendance in tutoring Average ACT Composite each semester **Effectiveness** At least 70% of 11th and 12th grade students will participate weekly tutoring sessions. Growth in overall ACT scores will move from an average of 12.0% to 15.0%.	Dr. James Suggs	03/31/2023		

4> **Benchmark Indicator** **Implementation** Quarterly review of student's report card data to monitor success rates in ACT supported courses. Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery. **Effectiveness** Increase ACT prep classes at or above 70% mastery by Spring 2023 ACT composite will increase by 10% each semester					
	[A 3.1.2] ACT Prep Offer ACT Prep English/Reading and ACT Prep Mathematics elective course offerings targeting 12th grade students who have yet to score an ACT Composite of 21 or higher, followed by all 11th grade students. **Implementation** Quarterly review of student's report card data to monitor success rates in ACT supported courses. Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.	Dr. James Suggs	05/26/2023		

	Effectiveness Increase ACT prep classes 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% on-track mastery by end of each semester (Winter 2021 and Spring 22).				
[S 3.2] Early 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. **Supporting Data** New Strategy **Evidence** Early Post-Secondary Opportunities The Post-Secondary Achievement of Participants in Dual Enrollment: "An Analysis of Student Outcomes in Two States" and Using Evidence to Create Next Generation High Schools – Strategy 2: Small Learning Communities/Small Schools of Choice (Effects of High School) <https://eric.ed.gov/?id=ED498661> <https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf> **Benchmark Indicator**	**[A 3.2.1] Dual Credit Courses** Develop and expand opportunities for all students to access multiple early post-secondary credits while still enrolled in high school and provide content specific, embedded professional development training, and workshops to assist with meeting graduation goals . **Implementation** ****Quarterly review of students enrolled in Dual Credit courses **Effectiveness** Student enrollment in Dual Credit courses increases by 5%	Dr. James Suggs, Dr. Jeffrey Taylor	05/26/2023		

Implementation Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings. Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year. Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses. **Effectiveness** Increase the number of AP course offerings by 5% of current offerings based on the master schedule for the 2022-23SY Increase the outcome of students taking AP tutoring to reflect double digit gain for the 20222-23SY. Fidelity grades checks every 4.5 weeks will show that all students are passing courses with a 70% average or above.					
	[A 3.2.2] Dual Enrollment Course Students will enroll in Dual Enrollment courses offered through Southwest Community College to allow them to earn college credits while in high school. **Implementation** ****Quarterly review of students enrolled in Dual Enrollment courses **Effectiveness**	Dr. James Suggs, Dr. Robert Gordon	05/26/2023		

	Student enrollment in Dual Enrollment courses increases by 5%				
	[A 3.2.3] CTE Courses Students will be provided an opportunity to enroll in CTE courses that will help them begin their studies within their career interests. **Implementation** ****Quarterly review of students enrolled in CTE courses **Effectiveness** Student enrollment in CTE courses increases by 5%	Dr. James Suggs, Dr. Jeffrey Taylor	05/26/2023		
	[A 3.2.4] ASVAB Juniors will receive tutoring and take the ASVAB test. This will provide an option for students to enlist in the army and to find a job that matches their skill set. **Implementation** Weekly monitoring of student data in ASVAB tutoring sessions **Effectiveness** Increase in number of students taking the ASVAB test by 10%. ASVAB passing rates increase by 10%	Dr. James Suggs, Dr. Jeffrey Taylor	12/30/2022		
	[A 3.2.5] ACT Offer ACT Prep English/Reading and ACT Prep Mathematics elective course offerings targeting 12th grade students who have yet to score an ACT	Dr. James Suggs, Dr. Jeffrey Taylor	05/26/2023		

	Composite of 21 or higher, followed by all 11th grade students. **Implementation** Quarterly review of student's report card data to monitor success rates in ACT supported courses. Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery. **Effectiveness** ACT composite will increase from 12.0% to 15.0% by the end of the school year.				
[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. **Supporting Data** New Strategy **Evidence** Career Exploration and Work-Based Learning Opportunities CAREER EXPLORATION IN MIDDLE SCHOOL: Setting Students on the Path to Success [https://www.acteonline.org/wp-content/uploads/20 18/02/ACTE_CC_Paper_FINAL.pdf](https://www. acteonline.org/wp-content/uploads/2018/02/ACTE_	**[A 3.3.1] Provide College Readiness Counseling** Provide students with college and career planning opportunities that will assist in identifying interests and career-expectations. **Implementation** Student meetings each semester to discuss college and career opportunities **Effectiveness** There will be at least 2 one-to-one meetings with students to discuss college and career opportunities by the end of the school year. There will be a 5% increase in the number of students who take advantage of a post-secondary opportunity.	Dr. James Suggs	05/26/2023		

CC_Paper_FINAL.pdf) **Benchmark Indicator** **Implementation** Semester review of student career interest inventories to gauge and support high school course planning. Quarterly monitor enrollment and course selection for 8th and 9th grade students in CCTE courses that will support the CCTE redesign by evaluating student investment via attendance, course selection, and grades in redesign efforts. Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades. Analyze semester transcripts for Pathways to support the program of study and maintain alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program. **Effectiveness** Increase the number of AP courses offered by 5% of current offerings based on the master schedule for the 22-23SY Increase the number of students taking AP tutoring to reflect a double digit gain for SY22-23.					
	[A 3.3.2] Project STAND Project STAND creates a culture of mentorship and serves as positive role models for students while emphasizing transition and post-secondary outcomes. This program supports the district's goal to provide equity, education and empowerment.	Dr. James Suggs	05/26/2023		

	Implementation Semester review of student career interest inventories to gauge and support high school course planning. **Effectiveness** Graduation rate will increase from 0.6% to 13.0%.				
	[A 3.3.3] Naviance Students will be guided in using Naviance program to identify post secondary interests in order to assist them in choosing courses for their four year plan. **Implementation** Semester review of student career interest inventories to gauge and support high school course planning. **Effectiveness** Graduation rate will increase from 0.6% to 13.0%.	Dr. James Suggs	05/26/2023		
	[A 3.3.4] ASVAB Prep and Test Juniors will receive tutoring and take the ASVAB test. This will provide an option for students to enlist in the army and to find a job that matches their skill set. **Implementation** Weekly student attendance in tutoring **Effectiveness** By spring 2023, there will be a 10% increase in the	Dr. James Suggs	12/30/2022		

	number of students meeting ASVAB scoring requirements.				
	[A 3.3.5] College and Career Prep Students will participate in programs (i.e. ACT Prep, FAFSA support) with community partners and organizations. **Implementation** Quarterly events for students to experience college and career opportunities **Effectiveness** Graduation rate will increase from 0.6% to 13.0%.	Dr. James Suggs	05/05/2023		
[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. **Supporting Date** New Strategy **Evidence** Effective Transitions (Middle to High School to Post-Secondary) The Forgotten Middle Ensuring that All Students Are on Target for College and Career Readiness Before High School <https://www.act.org/content/dam/act/unsecured/documents/ForgottenMiddleSummary.pdf>	**[A 3.4.1] Early Warning System** Monitor and maintain Brightbytes early warning system for academic (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other (EL Students) risk factors to improve grade-level promotion and graduation rate **Implementation** Quarterly fidelity checks to monitor student data based on EWS **Effectiveness** The graduation rate will increase from 9.0% to 15.0% by the end of the 2022-23SY.	Dr. James Suggs	01/09/2023		

Benchmark Indicator **Implementation** Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings; Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students; Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention. **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%					
	[A 3.4.2] Freshman Advisory Freshman Advisory will promote community building among freshmen students and their teachers. This will include orientation evens to acclimate students to high school. **Implementation** Daily advisory period to support freshman students. **Effectiveness** Increase students that are on-track of reaching their post-secondary goals at a minimum of 70%.	Dr. James Suggs	05/26/2023		

	[A 3.4.3] Project STAND Project STAND creates a culture of mentorship and serves as positive role models for students while emphasizing transition and post-secondary outcomes. This program supports the district's goal to provide equity, education and empowerment. **Implementation** Semester review of student career interest inventories to gauge and support high school course planning. **Effectiveness** Increase students that are on-track of reaching their post-secondary goals at a minimum of 70%.	Dr. James Suggs	05/26/2023		
	[A 3.4.4] Orientation Orientation will be available for incoming students and parents to answer questions and to provide expectations and other relevant information. **Implementation** On-going orientation for all new students entering the building. **Effectiveness** Increase students that are on-track of reaching their post-secondary goals at a minimum of 70%.	Dr. James Suggs	05/22/2023		

[G 4] Safe and Healthy Students
Carver College and Career Academy is planning to decrease the chronically absent rate from 20.5% in the 2021-22SY to 15.0% in the 2022-23SY.

Carver College and Career Academy is planning to increase the attendance rate from 71.8% in the 2021-22SY to 77.2% in the 2022-23SY.

Carver College and Career Academy is planning to decrease the suspension rate from 3.1% in the 2021-22 SY to 1.2% in the 2022-23SY.

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 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster	**[A 4.1.1] RTI2-B Plan** The RTI2-B team will develop a plan to address behavior, expulsions, suspensions, and chronic absenteeism. The plan is intended to implement proactive strategies for defining, teaching, and supporting appropriate student behaviors. The RTI2-B team will meet weekly to closely monitor attendance and behavior and to provide incentives. The team will present the report every 20 days to inform staff of the school's status as it relates to attendance and discipline and provide a school-wide plan to improve in those areas. **Implementation** 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 absenteeism Monitor 20 day reports to assess the impact of suspensions on daily attendance	Dr. James Suggs, Neil Allen	05/26/2023		

care, student involved in RTIB programs, Truancy Supports and progressive discipline supports). **Implementation** * 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 absenteeism * Monitor 20 day reports to assess the impact of suspensions on daily attendance * Weekly attendance report * 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 2022-23SY * Improve attendance rates to 77.2% or more in 2022-23SY * Improve suspension rate by 5% or more in 2022-23SY	Weekly attendance report **Effectiveness** Chronically out of school rates decrease by 5% or more in 2022-23SY Improve attendance rates to 77.2% or more in 2022-23SY Improve suspension rate by 5% or more in 2022-23SY				
	[A 4.1.2] Social Emotional Learning (SEL) Training Staff will participate in SEL training in order to better support all students. Students will participate in SEL learning activities in order to learn crucial life skills, such as understanding themselves better, developing a more positive self-image, forging healthy relationships, and taking accountability for their own actions. **Implementation**	Dr. James Suggs, Dr. Jeffrey Taylor	05/26/2023		

		Weekly SEL modules completed with students **Effectiveness** Improve suspension rate by 5% or more in 2022-23S				
		[A 4.1.3] Early Warning System Monitor and maintain BrightBytes early warning system for academic (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other (special group membership) risk factors to improve daily attendance and student behavior. **Implementation** 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 absenteeism Monitor 20 day reports to assess the impact of suspensions on daily attendance Weekly attendance report **Effectiveness** Chronically out of school rates decrease by 5% or more in 2022-23SY Improve attendance rates to 77.2% or more in 2022-23SY	Dr. James Suggs, Carlos Nisby	05/26/2023		

	Improve suspension rate by 5% or more in 2022-23S				
[S 4.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. Quarterly Reports will be shared district-wide. **Implementation** 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 absenteeism Monitor 20 day reports to assess the impact of suspensions on daily attendance Weekly attendance report **Effectiveness** Chronically out of school rates decrease by 5% or more in 2022-23SY	**[A 4.2.1] Attendance Coding PD** Provide explicit and thorough training to all faculty and staff on how to properly code daily student attendance, especially for special schedules (state and local assessments) and field trips to ensure accuracy. **Implementation** Quarterly PD on attendance coding **Effectiveness** Chronically out of school rates decrease by 5% or more in 2022-23SY Improve attendance rates to 77.2% or more in 2022-23SY	Dr. James Suggs, Rita Langston	05/26/2023		

Improve attendance rates to 77.2% or more in 2022-23SY Improve suspension rate by 5% or more in 2022-23S					
	[A 4.2.2] Professional Development for Parents Provide workshops, supplies, materials, and other training opportunities using a variety of delivery systems to support parents in understanding the importance of daily school attendance, as well as the opportunities available for high school graduates. **Implementation** Semester meeting attendance/minutes Weekly attendance report **Effectiveness** 95% of scheduled meetings held with parents Chronically out of school rates decrease by 5% or more in 2022-23SY Improve attendance rates to 77.2% or more in 2022-23SY Improve suspension rate by 5% or more in 2022-23S	Dr. James Suggs, Dr. Jeffrey Taylor	05/26/2023		
	[A 4.2.3] RTI2-B Training The school will provide RTI2-B training to staff that provides guidance and protocols to implement proactive strategies for defining, teaching, and supporting appropriate student behaviors.	Dr. James Suggs, Carlos Nisby, Neil Allen	05/26/2023		

	Implementation RTI2 B training conducted each semester **Effectiveness** Semester meeting attendance/minutes Chronically out of school rates decrease by 5% or more in 2022-23SY Improve attendance rates to 77.2% or more in 2022-23SY Improve suspension rate by 5% or more in 2022-23S				
	[A 4.2.4] Social Emotional Learning (SEL) Training Staff will participate in SEL training in order to better support all students. Students will participate in SEL learning activities in order to learn crucial life skills, such as understanding themselves better, developing a more positive self-image, forging healthy relationships, and taking accountability for their own actions. **Implementation** Semester meeting minutes and sign-in Weekly SEL modules completed with students **Effectiveness** Improve suspension rate by 5% or more in 2022-23S	Dr. James Suggs, Dr. Jeffrey Taylor	05/26/2023		
[S 4.3] Parent, Family, and Community Engagement ****Promote effective parent, family, and	**[A 4.3.1] Parent Meetings** Quarterly meetings will be held with both students and parents regarding student code of conduct,	Dr. James Suggs, Dr. Jeffrey Taylor	03/26/2023		

community engagement activities and resources that support safe schools which will improve student attendance and behavior. **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 district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time. **Implementation** Bi-weekly School Attendance Team meeting agendas and sign in sheets RTI2-B Team to plan, implement and evaluate discipline practices schoolwide Quarterly parent workshop agendas and sign in sheets Bi-weekly check-in parent meeting agendas and sign in sheets Weekly attendance report and suspension list	importance of student attendance, and available supports. **Implementation** Quarterly meeting minutes/sign-in sheets **Effectiveness** Chronically out of school rates decrease by 5% or more in 2022-23SY Improve attendance rates to 77.2% or more in 2022-23SY Improve suspension rate by 5% or more in 2022-23SY				

Quarterly School Attendance Team Collaboration meeting agenda and sign in Bi-weekly SART, PSAP 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 2022-23SY Improve attendance rates to 77.2% or more in 2022-23SY Improve suspension rate by 5% or more in 2022-23SY					
	[A 4.3.2] Bilingual Mentor Bilingual Mentor will provide parent and student support by offering translation services as well as monitoring and tracking EL student academic, attendance, and behavioral issues. Bilingual Mentor will assist with organizing and delivering parent engagement activities and trainings for EL students. **Implementation** Yearly WIDA Scores Quarterly ELLs report cards 20 day attendance reports (ELLs) Bi-quarterly assessment grades (ELLs) **Effectiveness** WIDA passing rate will increase by 10%	Susan Satar	05/26/2023		

	85% or more of ELL students will earn at least 70% or higher in each subject area on their quarterly report cards. 85% or more of ELL students will show mastery of standards at 70% or higher on bi-quarterly common assessments. 20 day attendance reports will show that 5% or fewer ELL students are chronically absent.				
	[A 4.3.3] Parent Resource and Community Center There will be an area designated for parents and the community that will be available throughout the school year. The 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, families and students with community resources and provide special events to support the growth and development of parents, families, and the community. **Implementation** Monthly meetings/workshops in parent resource center **Effectiveness** Increased parental and community engagement by 10% as evidenced in meeting minutes and sign-in sheets	Dr. James Suggs, Dr. Jeffrey Taylor	05/26/2023		
	[A 4.3.4] Parent Data Meeting Quarterly meetings will be held to present data to parents to ensure they are aware of their child's and school's progress. **Implementation**	Dr. James Suggs, Emily Moering	05/26/2023		

	Quarterly meeting minutes/sign-in sheets **Effectiveness** Chronically out of school rates decrease by 5% or more in 2022-23SY Improve attendance rates to 77.2% or more in 2022-23SY Improve suspension rate by 5% or more in 2022-23SY				

[G 5] Early Literacy
Carver College and Career Academy will increase K-2 ELA on-track and mastery proficiency rates from 0.0% in the 2021-22SY to 10.0% in the 2022-23SY.

Lever of Change

Lever 2: Effective Instruction (Strategic Plan Alignment Academics)

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

** District Turnaround Plan Goal**

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Performance Measure
By June 2023, 85% of KK-2 students will achieve Success criteria relative to the grade by the following:

(a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.

(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.

(c) 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (Mastery Connect), and universal screener (Illuminate Fastbridge) with a Lexile level of 350 in the fall to 485 by spring.

*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 5.1] Early Literacy Opportunities Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade. **Supporting Data** New Strategy **Evidence** Standards Aligned Core Instruction What We Know and Where We Need to Go High Quality Curriculum and System Improvement Tier I <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf> **Benchmark Indicator** **Benchmark Indicator** Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District	**[A 5.1.1] Implement MSCS ELA Curriculum** Literacy (ELA) content teachers will implement, plan, and deliver standards-based learning experiences using the Wonders Curriculum with an emphasis on the district's four Instructional Practices (Performance-Based Objectives; Academic Vocabulary; Gradual Release/5 E's; and Writing/Manipulatives) **Implementation** * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness** * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. * Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.	Dr. James Suggs, Emily Moering, Kaneisha Leahman	05/26/2023		

Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. Classroom Observation 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. Semester review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards. **Implementation** * Informal Walkthrough data * Informal observation and feedback * PD agendas and sign-in * Mastery Connect OTM scores in ELA **Effectiveness** *Weekly classroom walkthrough data will reflect effective instructional practices in 85% of observed classrooms *CFAs will increase each quarter by at least 2 points					

*Weekly student work will reflect grades of 70% or above					
	[A 5.1.2] Provide Supplemental Resources to Improve Student Achievement Carver College and Career Academy will secure additional supplies, materials, equipment and resources for students and teachers that support academic growth and achievement in reading/language arts. **Implementation** * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness** * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. * Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.	Dr. James Suggs	04/14/2023		
	[A 5.1.3] Literacy Laureate One person will be chosen for the position of Laureate to support K-2 teachers with implementing high quality foundational literacy	Dr. James Suggs	05/26/2023		

	instruction and strategies. The Literacy Laureate will help teachers improve student's early literacy skills by providing professional development, modeling best practices, and co-plan or lead collaborative planning sessions. **Implementation** * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness** * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. * Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.				
[S 5.2] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.	**[A 5.2.1] Professional Learning Opportunities to Strengthen Pedagogy** Principal, teachers, educational assistants and other connected staff will attend professional learning opportunities to gain knowledge of effective research-based core instructional	Dr. James Suggs	05/26/2023		

Supporting Data New Strategy **Evidence** Professional Development Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds Tier I https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf Tier I <https://www.sciencedirect.com/science/article/pii/S0742051X17304225> Tier I <https://www.ecs.org/wp-content/uploads/Transitions-and-Alignment-From-Preschool-to-Kindergarten.pdf> **Benchmark Indicator** Monthly 90% attendance and completion of PD focused on foundational literacy for K-2 to gauge	practices that will improve engagement in daily lessons and ultimately student achievement. Professional development sessions will provide participants with knowledge of tools and research-based practices that drive students towards owning their own learning and eliminating equity gaps to directly impact student success with aligned resources. **Implementation** *Per semester course selection based on faculty/staff needs *Per semester PD agenda, materials, and sign-in (attendance) *Coaching forms with actionable feedback **Effectiveness** *Per semester professional development teacher attendance rate at or above 95% *Weekly classroom walkthrough data will reflect effective instructional practices in 90% of observed classrooms *CFAs will increase each quarter by at least 2 points *Weekly student work will reflect grades of 70% or above				

the transfer of knowledge into classroom instruction and inform future professional learning opportunities					
Quarterly observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement					
Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.					
Classroom Instruction 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 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.					

New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor teacher assignments are made and rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire. **Implementation** * Weekly ILD Coaching Support Calendar * Bi-weekly classroom drop ins reports * Bi-Weekly classroom instructional walkthrough reports * Quarterly Collaborative Planning Session agenda and sign in * Quarterly Professional Development agenda and sign in **Effectiveness** *Per semester professional development teacher attendance rate at or above 95% *Weekly collaborative planning that focuses 95% of the time on student work and data trends *Weekly classroom walkthrough data will reflect effective instructional practices in 90% of observed classrooms *CFAs will increase each quarter by at least 2					

points *Weekly student work will reflect grades of 70% or above					
[S 5.3] Provide Additional Support for Students Who are Failing to Make Academic Progress There is a large number of students needing intervention in priority schools and school leaders and teachers need additional support and training to ensure RTI intervention blocks and teacher-facing instruction is done with fidelity. Priority schools also need help accurately analyzing student data in order to prescribe aligned instruction that meet the needs of individual students. **Supporting Data** New Strategy **Evidence** Targeted Intervention and Personalized Learning Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools Tier I https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf **Benchmark Indicator** Students should perform at or above 70% on	**[A 5.3.1] Implement Response to Instruction and Intervention (RTI2)** The RTI Team will consult with the school psychologist and the RTI Advisor to determine appropriate interventions for students. Students will receive thirty (Tier II) or forty-five (Tier III) minutes of quality intervention instruction daily. Students' progress and teachers' effective teaching practices will be monitored through intervention walkthrough tools, fidelity checks, universal screeners, and progress monitoring assessments. **Implementation** *Monthly Data Team meeting agenda and sign-in *Monthly fidelity check notes/records *Monthly RTI compliance reports *Daily classroom observations **Effectiveness** *Out of compliance students will decrease incrementally by 1.5% or more per quarter *The number of Tier III students requiring intervention will decrease 10% by decreasing 5% after each universal screener (Fall, Winter, Spring) assessment	Dr. James Suggs, Trenetia Lowery	05/26/2023		

| 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.

Weekly review of grade reports for students enrolled in extended learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.

Implementation

* Daily intervention block

*Quarterly Common Formative Assessment

*Weekly (Tier III) or Bi-weekly (Tier II) Progress Monitoring

* Monthly progress monitoring data reports with a focus on deficit areas

* Monthly data team meetings agendas and sign in sheets

Effectiveness

*Students are engaged in RTI for at least 85% of the intervention block

*CFAs are improving amongst Tier II and Tier III students by at least 3 points per quarter/assessment cycle

*Student grade recording/PowerSchool report will				

reflect fewer failing grades during progress reports and report card periods (every 4th week)					
	[A 5.3.2] Improving Early Literacy Through Parent Training The Literacy laureate will assist with planning and delivery of parent training events that involve early literacy skills. **Implementation** * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document *Daily use of technology * Quarterly RLA Mastery Connect Data * Daily observation of student engagement during instructional time **Effectiveness** * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Semester review of TEM observation data will reflect that 85% of educators deliver lessons aligned to the TN Standards. * Quarterly review of Instructional Practices walkthrough data will reflect effective instructional practices in 85% of observed classrooms.	Dr. James Suggs	04/14/2023		
	[A 5.3.3] Extended Learning Extended Learning will occur before or after school to tutor students who are having difficulty in	Dr. James Suggs	04/14/2023		

	reading. Smaller groups and intense instruction will help to increase student achievement.				