

Wooddale High School Annual Plan (2020 - 2021)

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[G 1] Reading/Language Arts

Shelby County Schools will improve literacy across grades 3 through 12. Implementation of reading language arts curriculum will continue to improve developing students' deep understanding of the content and mastery of the standards to ensure students are career and college ready. By spring 2020, Wooddale High will improve 9-12 literacy, with a particular emphasis on ninth grade literacy. We believe improvement in this area can build a base for proficiency levels for all students. Summer reading for students and focus on reading strategies will enhance the proficiency of all students.

Performance Measure

Shelby County Schools will work toward increasing the following percentage of students who are on track or mastered in grades 3-5 from 2018-19 on track or mastered of 24% to 29% for 2020-2021; grades 6-8 from 2018-19 on track or mastered of 18.5% to 23.5% for 2020-2021; and grades 9-12 from 2018-19 on track or mastered of 20.7% to 25.7% for 2020-2021 as reflected on TCAP. All students will demonstrate 70% on-track/mastery on District Formative Assessments. TN Ready Assessment - high school students at Wooddale High School enrolled in English 9 and English 10 will improve from 40% to 47.5% on track or mastery as measured by the TN Ready Assessment. The remaining 52.5% of students will improve from below to approaching or better. Annual (HS English 47.5%) & Fall/Spring Common Formative Assessment to be determined by currently active RFP (on-track/mastery at 70%)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter. Instructional Practice Guides (IPGs) will provide an informal observation rubric to district academic leaders to gauge the implementation of standard aligned instruction. IPGs 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. TEM rubric for formal observations - for each observation at 3 or better; Curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80%</p>	<p>[A 1.1.1] Universal Writing Lessons All 9th and 10th grade teachers and students will engage in zone-wide writing lessons using a TN Ready type writing task. This lesson will help to ensure that all students can address each type of writing prompt: informational, argumentative, and narrative. It also serves as a very intentional review of holistic essay-writing in a step-by-step procedural manner.</p>	<p>Rosalyn Johnson, Jesse Curry, Michelle Lee, Kristie Wheeler</p>	<p>05/28/2021</p>		

fidelity;TN Ready State Standards - annually meeting AMO's.					
	<p>[A 1.1.2] School-Wide Literacy Protocol All non-tested subject areas except for math will participate in a monthly literacy protocol to implement a standard set of literacy strategies into their instruction. These strategies will be introduced and practiced during PLC meetings and are intended to more evenly distribute the responsibility of improving literacy skills, making it a building-wide effort.</p>	Deanna Dye	05/28/2021		
	<p>[A 1.1.3] Enrichment and Remediation Sessions Per student work samples and common assessment data, the top 20% and bottom 20% of students will be systematically placed in remediation or enrichment sessions 2-3 times per nine weeks. The sessions will primarily focus on either foundational aspects or advanced elements of text to task writing. These sessions will go into effect when students return to school in-person.</p>	Rosalyn Harris, Michelle Lee, Jesse Curry, Kristie Wheeler	05/28/2021		
	<p>[A 1.1.4] Enhanced Resources for Improved Instruction Secure supplies, materials, supplemental materials, equipment and provide a comprehensive bank of resources to support classroom instruction for both in-person and remote learning.</p>	TyWana Hill, Deanna Dye	05/28/2021		
	<p>[A 1.1.5] One on One Teacher Support Instructional Literacy Coach and District Literacy Coaches will assist teachers in planning and delivering learning experiences that strategically build fluency skills which meet the demands of the TN Ready standards.</p>	Deanna Dye, Zone 9 Literacy Coaches	05/28/2021		
	<p>[A 1.1.6] Extended Day Program The school day will be extended by one hour each day to provide enhanced academic support for all students.</p>	SCS District/Zone 9 ILD	05/28/2021		
<p>[S 1.2] Professional Development Provide ongoing, high quality professional development at the District and school level for</p>	<p>[A 1.2.1] Weekly Content Area PLC Meetings Secure a Professional Learning Coach to lead teacher in professional learning opportunities</p>	TyWana Hill, Deanna Dye, Tara Brownlee,	05/28/2021		

<p>school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Instructional Leadership Team (ILT) meetings – MONTHLY at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings. Zone meetings, and small-group ILT sessions - MONTHLY at 85% overall attendance rate. IPG and walk-through observation data - WEEKLY at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions. District Formative Assessment data - QUARTERLY student performance levels at 70% on track/mastery. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate. New hire rosters and mentor list, submitted each SEMESTER ensuring new teachers are assigned and attending new teacher professional support.</p>	<p>through collaboratively looking at student data, sharing best practices, building assessment literacy around the standards and analyzing student work. They will also spend time building their knowledge base for facilitating high-quality, effective online instruction using the features of Microsoft Teams and additional virtual learning applications.</p>	<p>Rosalyn Harris, Jesse Curry, Kristie Wheeler, Michelle Lee</p>			
	<p>[A 1.2.2] Professional Development - Improve Student Performance Provide professional development in the form of virtual data nights for parents to increase literacy awareness and ways to assist students at home.</p>	<p>TyWana Hill</p>	<p>05/28/2021</p>		
	<p>[A 1.2.3] Zone Collaboratives Periodically, teachers will attend the Zone collaboratives to build content fluency in TN Ready subject areas.</p>	<p>Zone 9 Instructional Coaches</p>	<p>05/28/2021</p>		
	<p>[A 1.2.4] iZone 2.0 Summer Institute Through a series of professional learning sessions on the critical mechanisms of the learning modules and analysis of the TN Academic Standards, participants will prepare and collect multiple lessons that will be used for the upcoming school year.</p>	<p>iZone Centralized Support Team</p>	<p>07/30/2021</p>		

	<p>[A 1.2.5] District Teams Training Through a series of district-led sessions, teachers will be trained on how to access and utilize the different features of the Microsoft Teams learning platform.</p>	District Technical Support Team	05/28/2021		
	<p>[A 1.2.6] Professional Development- Improve Student Performance Provide teachers with professional development on the school level that focuses on changing instructional practices that result in improved student performance.</p>	TyWana Hill, Deanna Dye	05/28/2021		
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>Benchmark Indicator District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. QUARTERLY student performance outcome 70% on-track/mastery. Progress monitoring from the universal screener/Fast Bridge will provide feedback data on the impact of targeted intervention and personalized learning. QUARTERLY student performance outcome 70% on-track/mastery. (Illuminate/Fast Bridge and Edgenuity My Path Reading (9-12)) RTI2 instructional tool data review – WEEKLY student performance outcome 70% on-track/mastery. TN Ready Assessment and End of Course (EOC) - ANNUALLY meeting AMOs for identified targeted subgroups. Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.</p>	<p>[A 1.3.1] RTI for Struggling Students The district's RTI program is technology based and will be used for students in need of Tier 3 intervention. Tier II and Tier III students will be identified by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention, students are then bench-marked, after-which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing, and student progress is bench-marked every three weeks. Interventions provided for students are adjusted according to student mastery.</p>	Deanna Dye, Camilla James, Jamillah Lee, Audrey McCollum, Melanie Meeks, Nikisha Greer, Shawn Young	05/28/2021		

	<p>[A 1.3.2] Individualized Learning Path Students will engage in weekly asynchronous learning by enrolling in an online program that will provide period diagnostic assessments to track their academic progress and place them on appropriate individualized learning paths.</p>	Rosalyn Harris, Jesse Curry, Michelle Lee, Kristie Wheeler	05/28/2021		
	<p>[A 1.3.3] Tiered Lesson Planning All teachers will provide tiered lessons daily in an effort to move Tier 3 students to Tier 1.</p>	Rosalyn Harris, Jesse Curry, Michelle Lee, Kristie Wheeler	05/28/2021		
	<p>[A 1.3.4] Office Hours & Online Tutoring Teachers will host virtual office hours in which they will offer students individualized support around completing online coursework and also provide parents with the opportunity to reach out concerning academic progress.</p>	Rosalyn Harris, Jesse Curry, Michelle Lee, Kristie Wheeler	05/28/2021		
	<p>[A 1.3.5] Grade Results Virtual School Students enrolled in Virtual School will have the opportunity to receive credit for courses failed in a previous semester with a score of 70%.</p>	Lee Ann Cox, Rita Wyatt Wright, London Linson	05/28/2021		
	<p>[A 1.3.6] Implement a Co-Teaching Model Pair General Ed teachers with SPED and ESL teachers to implement a co-teaching model that would increase options for flexible grouping of students. Through the co-teaching model, teachers will enhance collaboration skills for the in-classroom and lesson preparation.</p>	Rosalyn Harris, Jesse Curry, Michelle Lee, Kristie Wheeler, Audrey McCollum, Shawn Price, Michael Tole	05/28/2021		
	<p>[A 1.3.7] ELlevation and ELD for ESL Students Utilize the District's ELlevation and ELD programs to manage ESL data.</p>	Shawn Price, Michael Tole	05/31/2021		
<p>[S 1.4] Recruit, retain and hire highly effective educators Provide effective teachers in RLA classes for student in all schools</p>	<p>[A 1.4.1] Reestablish School Culture and Climate Hire teachers that have at least a level 3 in TVAAS for their content and provide one on one coaching for support.</p>	John S. Bush	05/28/2021		

Benchmark Indicator Quarterly teacher observations					
<p>[G 2] Mathematics Shelby County Schools will improve K-12 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real world applications. By spring 2021, Wooddale High will improve 9-12 mathematics, with a emphasis on Algebra I, Algebra II and Geometry. We believe improvements in these areas can build a base for proficiency levels for all students. The continual use of the new math curriculum material and rigorous professional development to support math teachers will continue to be implemented.</p> <p>Performance Measure Shelby County Schools will work toward increasing the percent of students who are on track or mastered in Mathematics for grades 3-5 from 34.1% in 2018-2019 to 39.1% for 2020 - 2021; grades 6-8 from 22.2% in 2018-2019 to 27.2% for 2020 - 2021; and for grades 9-12 from 12.7% in 2018 - 2019 to 17.7% for 2020 - 2021 as reflected on TCAP. All students will demonstrate 70% on-track/mastery on District Formative Assessments. TN Ready Assessment (65%) high school students at Wooddale High School enrolled in Algebra 1, Algebra 2 and Geometry will improve from 60% to 65% on track or mastery as measured by the TN Ready Assessment. The remaining 35% of students will improve from below to approaching or better. & Fall/Winter/Spring Formative Assessment to be determined by currently active assessment RFP (on-track/mastery at 70%).</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter. Instructional Practice Guides (IPGs) will provide an informal observation rubric to district academic leaders to gauge the implementation of standard aligned instruction. IPGs 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. TEM rubric for formal observations - for each observation at 3 or better; Eureka curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity; TN Ready State Standards - annually meeting AMO's. School</p>	<p>[A 2.1.1] Enhanced Resources for Improved Instruction Secure supplies, materials, supplemental materials, equipment and provide a comprehensive bank of resources to support classroom instruction for both in-person and remote learning.</p>	TyWana Hill	05/28/2021		

Equity Walks conducted monthly by District Cross-functional teams.					
	<p>[A 2.1.2] One on One Teacher Support Professional Learning Communities Coach and District Math Coaches will assist teachers in planning and delivering learning experiences that strategically build fluency and skills which meet the demands of the TN Ready standards.</p>	TyWana Hill, Zone 9 Math Coaches	05/28/2021		
	<p>[A 2.1.3] Increase Depth of Knowledge Through Tutoring Each math teacher will develop a tutoring schedule that will include at least 1 hour per week of tutoring.</p>	TyWana Hill	05/28/2021		
	<p>[A 2.1.4] Extended Day Program The school day will be extended by one hour each day to provide enhanced academic support for all students</p>	John Bush	05/28/2021		
<p>[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 changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Instructional Leadership Team (ILT) meetings – MONTHLY at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings. Zone meetings, and small-group ILT sessions - MONTHLY at 85% overall attendance rate. IPG and walk-through observation data - WEEKLY at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions. District Formative Assessment data - QUARTERLY student performance levels at 70% on track/mastery. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate. School based Volunteer logs to show volunteers are participating in PD sessions to</p>	<p>[A 2.2.1] Weekly Content Area PLC Meetings Secure a Professional Learning Coach to engage teachers in professional learning opportunities through collaboratively looking at student data, sharing best practices, building assessment literacy around the standards and analyzing student work.</p>	TyWana Hill	05/28/2021		

<p>support the needs of the district and assigned schools - QUARTERLY. School Equity Walks conducted MONTHLY by District cross-functional teams. New hire rosters and mentor list, submitted each SEMESTER ensuring new teachers are assigned and attending new teacher professional support. Applications and Transcripts for teachers participating in District sponsored course work, each SEMESTER.</p>					
	<p>[A 2.2.2] Professional Development – Improve Student Performance Provide teacher leaders on the Instructional Leadership Team with professional development to lead and facilitate in house PD for teachers in the department.</p>	TyWana Hill	05/28/2021		
	<p>[A 2.2.3] Professional Development- Improve Student Performance Provide teachers with professional development on the school level that focuses on changing instructional practices that result in improved student performance.</p>	TyWana Hill, Alexzondra Pryor	05/28/2021		
	<p>[A 2.2.4] Zone Collaboratives Periodically, teachers will attend the Zone collaborative to build content fluency in TN Ready subject areas.</p>	Zone 9 Instructional Coaches	05/28/2021		
	<p>[A 2.2.5] iZone 2.0 Summer Institute Through a series of professional learning sessions on the critical mechanisms of the Eureka Math Modules and analysis of the TN Academic Math Standards, participants will prepare and collect multiple lessons that will be used for the upcoming school year.</p>	iZone Centralized Support Team	07/30/2021		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner.</p>	<p>[A 2.3.1] RTI for Struggling Students The district's RTI program is technology based and will be used for students in need of Tier 3 intervention. Tier II and Tier III students will be identified by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention, students are then bench-marked, after-which students are scheduled for intervention</p>	Deanna Dye	05/28/2021		

<p>Benchmark Indicator District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. QUARTERLY student performance outcome 70% on-track/mastery. Progress monitoring from the universal screener/ Illuminate/Fast Bridge and iReady will provide feedback data on the impact of targeted intervention and personalized learning. QUARTERLY student performance outcome 70% on-track/mastery. RTI2 instructional tool data review – WEEKLY student performance outcome 70% on-track/mastery. TN Ready Assessment and End of Course (EOC) - ANNUALLY meeting AMOs for identified targeted subgroups. Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.</p>	<p>services for RTI2. Implementation monitoring is ongoing, and student progress is bench-marked every three weeks. Interventions provided for students are adjusted according to student mastery.</p>				
	<p>[A 2.3.2] Tiered Lesson Planning All teachers will provide tiered lessons daily in an effort to move Tier 3 students to Tier 1.</p>	<p>Courtney Duncan, Alexandra Pryor, Pashupati Shah, Dalip Kumar</p>	<p>05/28/2021</p>		
	<p>[A 2.3.3] Double Dosing in Content Areas Students enrolled in TN Ready content areas will receive double doze instruction to decrease the number of students performing in the below basic by 50% and increase the number of students on track / mastery by 10%.</p>	<p>Courtney Duncan, Alexandra Pryor, Pashupati Shah, Dalip Kumar</p>	<p>05/28/2021</p>		
	<p>[A 2.3.4] Grade Results Virtual School Students enrolled in Virtual School will have the opportunity to receive credit for courses failed in a previous semester with a score of 70%.</p>	<p>Lee Ann Cox</p>	<p>05/28/2021</p>		
	<p>[A 2.3.5] Implement a Co-Teaching Model Pair General Ed teachers with SPED teachers to implement a co-teaching model that would</p>	<p>TyWana Hill</p>	<p>05/28/2021</p>		

	Increased options for flexible grouping of students. Through the co-teaching model, teachers will enhanced collaboration skills for the in classroom and lesson preparation.				
<p>[S 2.4] Recruit, retain and hire highly effective educators Provide effective teachers in Mathematics classes for student in all schools.</p> <p>Benchmark Indicator Quarterly teacher observations Coaching forms by administration team</p>	<p>[A 2.4.1] Retention and Recruitment Hire and retain certified math instructors that have at least a TVAAS level of 3 and provide one on one coaching support</p>	John S. Bush	05/28/2021		

[G 3] College and Career Readiness

Shelby County Schools will improve the percent of ready graduates through consistent progress in increasing graduation rates and the commitment to expanding EPSOs to prepare students for college and career success. At Wooddale High School, believe based on steady annual progress toward stronger graduation rates, along with the state's redefining the concept of the Ready Graduate as well as the SCS commitment to expanding EPSO's our students will be set up for future success.

Performance Measure

Shelby County Schools will increase the percent of Ready Graduates from 18.6% for 2018-19 to 20.6% for 2020-2021 and graduation rate from 79.3% in 2018-2019 to 80.5% for the 2020 – 2021 academic school year. By May 2021, students at Wooddale High School will improve the percent of ready graduates at Wooddale High School from 66.1% to 72%. The percentage of students who graduate from high school each year with a regular diploma, dis-aggregated by race, ethnicity, Students with Disabilities (SWD), English Language Learners (ELL), Economically Disadvantaged (ED), gender, and migrant status; the percentage of students who drop out of school, dis-aggregated by race, ethnicity, Students with Disabilities (SWD), English Language Learners (ELL), Economically Disadvantaged (ED), gender, and migrant status; percent of students who meet Ready Graduate criteria

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation Using the TDOE ACT Prep course code, high schools will provide students access to an ACT prep course to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT. Additionally we will provide ACT-specific professional development to teachers of ACT prep courses to deliver high-quality, targeted, assessment-aligned instruction to maximize student performance both inside the ACT Prep classroom and in targeted, school based workshops for students. Provide students with opportunities beyond the traditional setting to</p>	<p>[A 3.1.1] Improving Student Achievement Teachers will receive professional development on using the Microsoft TEAMS Platform in an effort to increase rigor in classes as well as rigorous components of an honors, AP and State Dual credit class to ensure that students meet the benchmarks on the ACT. Courses will be offered quarterly and by an off site vendor.</p>	Lee Ann Cox	05/28/2021		

<p>master course content standards in order to be prepared to score a composite score of 21 or higher on the ACT.</p> <p>Benchmark Indicator Virtual School course completion data - Annually. Course credit - Semester grade audits; Quarterly student report card audits Quarterly attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery. School Equity Walks conducted Monthly by District cross-functional teams will provide fidelity checks of instructional shifts needed for in ACT prep course for students to progress towards 21 on ACT.</p>					
	<p>[A 3.1.2] Parent/Student Graduation Assembly Students and parents will attend two virtual meeting held each semester that will explain the requirements needed to successfully participate in graduation and FAFSA. This will bring awareness to parents and students on the importance of graduating.</p>	Lee Ann Cox	04/30/2021		
	<p>[A 3.1.3] Enhanced Resources for Improved Instruction Secure supplies, materials, equipment and provide a comprehensive bank of resources to support classroom instruction and extended learning opportunities for students for both in-person and remote learning.</p>	LeeAnn Cox, Janet Broussard	05/31/2021		
<p>[S 3.2] Post-Secondary Opportunities Develop and expand opportunities for all students to access multiple early post-secondary opportunities while still enrolled in high school.</p> <p>Benchmark Indicator CTE concentrators quarterly report will provide measures of students enlisted and succeeding in expanded post-secondary industry certification courses. WBL internships logs reviewed quarterly will be used to measure student participation and</p>	<p>[A 3.2.1] Project Search Transitioning students will have employment opportunities through internships at community business. Students will also have an opportunity to enroll in college course and receive college credit.</p>	Ashleigh Smith	05/28/2021		

<p>interests in work settings that require course work beyond basic high school graduation requirements. Annual review of number of Advanced Academics courses offered at the beginning of the year in comparison to the previous year will demonstrate increases in course offerings to participate in post-secondary opportunities. Annual comparison of enrollment number of students in each Advanced Academics course compared to the previous year will measure students increased participation in AP course opportunities. Annual comparison of enrollment of students in each AP tutoring and summer camp compared to the previous year will measure students increased participation in AP course exposure. student quarterly report cardsMid-term grade reportsHigher Ed grade reports, reviewed twice annually</p>					
	<p>[A 3.2.2] CCTP College Campus Transition Program at University of Memphis (i.e. Plant Science, Pharmacy Tech and Auto Mechanic offered thru Southwest Community College)</p>	Lee Ann Cox	05/28/2021		
	<p>[A 3.2.3] Provide Opportunities for Students to Earn EPSOs Students enrolled at Wooddale High School will be provided with opportunities to enroll in World History, American History, Intro to Business and JROTC courses that will enable them to earn early post secondary credit and encourages them to take full advantage of TN Promise and be successful in education and training after high school.</p>	John S. Bush	05/28/2021		
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities Provide students with college and career planning opportunities early (K-8) in their school careers that assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p>	<p>[A 3.3.1] Work-based Learning Opportunities Teachers will reach out to and collaborate with various people in the CTE industry. Students will have the opportunity to be visited by guest speakers in various CTE career fields as well as participate in the EMPLOY job-shadowing program.</p>	Ashleigh Smith	05/28/2021		

<p>Benchmark Indicator WBL partnerships – quarterly reviewed. Transcript analysis will be conducted each semester to support aligned Pathways programs and student attainment of pre-requisition skills for internships and apprenticeships. Use of student career interest inventories - annually, Enrollment and course selection for 8th and 9th grade students in CCTE courses - monitored quarterly will support CCTE redesign by evaluating student investment via attendance, course selection and grades in redesign efforts.</p>					
<p>[S 3.4] Effective Transitions (Middle School, High School, Post-Secondary) Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator Individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) will be reviewed semi-annually to ensure students are on track for transitions to the next grade; transition plans (including academic and non-academic reports) - will be reviewed annually to ensure course offerings and opportunities for educational placement are available for transitioning students; 4-year student academic plans - will be reviewed annually to ensure course offerings and opportunities for educational placement are available for transitioning students; parent and student evaluation surveys will be conducted quarterly. Each semester conduct fidelity checks of updated student intervention plans resulting from transcript evaluations and intervention guidance.</p>	<p>[A 3.4.1] Life After High School Seminars-Virtual Students will be introduced to different professions, trades, and college expectations to help expand their career choices through a virtual college Career and Career Fair.</p>	Jamilliah Lee Hill	02/26/2021		
	<p>[A 3.4.2] Behavior Improvement Plans Secure resources and software such as a cloud based student behavior management system that will capture and provide data in real-time. From this</p>	Coach Lawson, John S. Bush	06/04/2021		

	plan, provide an intensive intervention to track student behavior after 10 or more earned out of school suspensions.				
	[A 3.4.3] 504 Service Plans A plan developed to ensure that a child who has a disability identified under the law, receives accommodations that will ensure their academic success and access to the learning environment.	Lee Ann Cox	06/04/2021		
	[A 3.4.4] Functional Behavior Assessments A process that identifies a specific or target behavior, that interferes with a student's education. The assessment attempts to designate the particular behavior, identify the factors that support the behavior, and determine the purpose of the behavior.	Shawn Young	06/04/2021		
	[A 3.4.5] Parent Student Attendance Plan A success plan designed to help parents of students, track their children's attendance and work with teachers to set appropriate goals. The success plan also helps students track their own attendance and goals.	Tyrani Jefferies	06/04/2021		
	[A 3.4.6] Student Attendance Review Team (SART) A school Site Team which includes the parent, student, Principal and the School Attendance Secretary. At this meeting, the student agrees to abide by the directions of the School Attendance Review Team as outlined, and attend school regularly and on time each day.	John S. Bush	06/04/2021		
	[A 3.4.7] Alternative School Transition Plans A plan developed to help students transition back to the regular classroom after ISS or Alternative School Placement	John S. Bush	06/05/2021		

[G 4] Safe and Healthy Students

Shelby County Schools will cultivate a positive climate to ensure that school environments are safe and conducive for instruction. Wooddale High School students will have equal access to a safe learning environment. Based on gains made by the District in the area of discipline and attendance that continued focus on attendance will continue to move us towards our goal.

Performance Measure

Shelby County Schools will reduce the percentage of chronically out of school students from 18.4% in 2018-19 to 17.3% for the 2020 – 2021 academic school year. By May 2021, high school students at Wooddale High School will reduce chronically out of school students from 31.4% to 21%. The number of disciplinary actions taken against students; the percentage of expulsions reported; the student attendance rate and chronic absenteeism rate evidenced will be used to measure gains.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Behavioral Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>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 care, student involved in RTIB programs).</p>	<p>[A 4.1.1] Communication School Messenger will be utilized to communicate with parents when the student reaches the 3rd absence. Teachers will communicate with students to determine the why behind excessive absences and if necessary make referrals to the counselor. SART and SARB meetings will be held with parents and district officials.</p>	John Bush	06/16/2021		
	<p>[A 4.1.2] Improving Student Achievement Students identified by the Early Warning System in Bright Bytes will be placed on an intervention list to be tracked by the attendance team in an effort to ensure that students are in attendance at school daily.</p>	Tara Brownlee	06/16/2021		
	<p>[A 4.1.3] Attendance Study Group Attendance study group will be created to analyze 20-day attendance data and utilize members of the team to implement strategies (home visits, phone calls, mandatory SART meetings, referrals to</p>	Kuwane Turner	06/16/2021		

	truancy) to decrease the number of COOS students.				
	<p>[A 4.1.4] Intervention Before issuing an out of school suspension, administrators will make referrals to behavior specialist, counselor, SHAPE, Drug and Alcohol Counselor, school social worker, and other agencies to help decrease the number of out of school suspensions.</p>	John S Bush, Tara Brownlee, Alana Fields Green, Kuwane Turner	06/16/2021		
	<p>[A 4.1.5] Ongoing Training Provide ongoing training for monitoring behavior/discipline FBA/BIP and other behavior tools such as discipline guidelines and progressive discipline.</p>	Shawn Young, Nikisha Greer	06/16/2021		
	<p>[A 4.1.6] Additional Resources for At-Risk Students School wide committees of administrators, counselors, teachers, PLC Coach, Literacy Coach, attendance office staff to track attendance, grades and behavior of students identified as at risk to reduce truancy rates, increase student achievement, and reduce suspensions and expulsions in an effort to increase graduation rate.</p>	John Bush	06/16/2021		
<p>[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.</p> <p>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.</p>	<p>[A 4.2.1] Tiered and Differentiation Instruction Teachers will participate in workshops designed to provide them with differentiation, engagement, and strategies to help them reach all learners, including those who are frequently absent.</p>	TyWana Hill, Deanna Dye	06/16/2021		

<p>[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.</p> <p>Benchmark Indicator Discipline reports - reviewed 20 day reporting cycle; attendance reports - reviewed 20 day reporting cycle; number of school adopters surveyed annually; number of parent ambassadors named each semester.</p>	<p>[A 4.3.1] Professional Development - 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.</p>	TyWana Hill	06/16/2021		
	<p>[A 4.3.2] Hire a PBIS counselor and an attendance behavior specialist They will be responsible for contacting parents and any other contacts in students' demographics via School Messenger. They both will issue warning letters to students at the third absence and hold SART and SARB meetings. The PBIS counselor will hold conferences with the students to find out the root cause of their chronic absenteeism and make referrals if necessary. Bright Bytes will be utilized for data analysis for COOS and students at risk for COOS.</p>	John S. Bush	06/16/2021		