

Sheffield High Annual Plan (2022 - 2023)

Last Modified at Nov 03, 2022 03:28 PM CDT

[G 1] By May, 2023 Sheffield High School will increase ELA on-track and proficiency rates from 16.7% (2022) to 21.7% (2023) in grades 9 and 10 with a focus on 9th grade literacy

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

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

District Turnaround Plan Goal

[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.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standards Aligned Core Instruction Rationale -----</p> <p>*Sheffield High School will provide daily access to a rigorous curriculum that will develop students' deep understanding of content, provide quality Tier I instruction, performance based objectives, task, assessments that are aligned with the State's academic content standards, and promote mastery of TN standards to ensure students are career and college ready. *</p> <p>Supporting Data -----</p> <p>*Existing Strategy *</p> <p>*Sheffield High School saw an increase in EOC Data in ELA. In ELA I there was an increase in students scoring on-track and mastery from 3.2% vs 5.8 and in ELA II students increased on-track</p>	<p>[A 1.1.1] Support rich learning environments for students Description -----</p> <p>*Secure supplies, materials, equipment and support to engage teachers and students in high quality teaching and learning.*</p> <p>Implementation -----</p> <p>* *District Common Formative Assessments (fall, winter, and spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Quarterly Collaborative Planning Session</p>	Stephanie House	04/03/2023		

<p>and mastery percentages by 5.0%. *</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * *District Common Formative Assessments (fall, winter, and spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Quarterly Collaborative Planning Session agenda, sign in, and minutes* <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *Increase quarterly ELA MasteryConnect on track and mastery by 5%* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes * 	<p>agenda, sign in, and minutes*</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *Increase quarterly ELA MasteryConnect on track and mastery by 5%* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes * 				
	<p>[A 1.1.2] Access to Rigorous Curriculum Description -----</p> <p>*Sheffield High School will provide teachers with district curriculum resources such as , curriculum guides, reading prescriptions, and PLC guides that outline modules for essential knowledge as well as skills and tasks aligned to TN stated standards. Reading prescriptions and curriculum maps will be organized by quarters to assist teachers with</p>	Stephanie House	04/03/2023		

	<p>guidance as to which modules and units should be taught during the school year. *</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *District Common Formative Assessments (fall, winter, and spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Quarterly Collaborative Planning Session agenda, sign in, and minutes* <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *Increase ELA MasteryConnect on track and mastery to 70% or above in 2023* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time * * *Lesson plan will indicate instructional shifts and align with curriculum guides and maps 90% of the time* * *Teachers attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes * 				
	<p>[A 1.1.3] Alignment of Classroom Observation and Feedback</p> <p>Description -----</p> <p>*Utilize formal observations (TEM rubric) and the Districts Classroom Walkthrough Protocol and Debriefing document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to</p>	<p>Melanie Black, Kimberly Greer, Keisha Hicks and Stephanie House</p>	<p>03/31/2023</p>		

	<p>address varying student needs. *</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *District Common Formative Assessments (fall, winter, and spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Quarterly Collaborative Planning Session agenda, sign in, and minutes* <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *Increase quarterly ELA MasteryConnect on track and mastery by 5%* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes * 				
	<p>[A 1.1.4] Intervention Period</p> <p>Description -----</p> <p>*iZone schools attend school an extra hour each day. Math intervention period will be utilized to target and move students from below to approaching and on-track students to mastery by double-dosing them on tested standards.*</p> <p>Implementation -----</p>	Melanie Black	05/26/2023		

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<p>*Existing Strategy*</p> <p>*Sheffield High School saw an increase in EOC Data in ELA. In ELA I there was an increase in students scoring on-track and mastery from 3.2% vs 5.8 and in ELA II students increased on-track and mastery percentages by 5.0%.*</p> <p>**</p> <p>Benchmark Indicator Implementation -----</p> <p>* *Weekly classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</p> <p>* *Instructional Leadership Team (ILT) meetings*</p> <p>* *Quarterly district and school level PD sessions*</p> <p>* *New teacher professional learning supports*</p> <p>* *Professional Learning Communities agenda and outputs*</p> <p>* *Quarterly Collaborative Planning Session agenda and sign in *</p> <p>* *Quarterly Professional Development agenda, minutes, and sign in *</p> <p>Effectiveness -----</p> <p>* *Increase quarterly ELA MasteryConnect on track and mastery by 5% or above on spring assessment 2023.*</p> <p>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.*</p> <p>* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*</p> <p>* *Teachers attending weekly collaborative planning</p>	<p>Educational Epiphany Classroom Walkthrough Protocol*</p> <p>* *Instructional Leadership Team (ILT) meetings*</p> <p>* *Quarterly district and school level PD sessions*</p> <p>* *New teacher professional learning supports*</p> <p>* *Professional Learning Communities agenda and outputs*</p> <p>* *Quarterly Collaborative Planning Session agenda and sign in *</p> <p>* *Quarterly Professional Development agenda, minutes, and sign in *</p> <p>Effectiveness -----</p> <p>* *Increase quarterly ELA MasteryConnect on track and mastery by 5% by or above on spring assessment 2023.*</p> <p>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.*</p> <p>* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*</p> <p>* *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes *</p>				
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	<p>[A 1.2.2] New Teacher Mentor</p> <p>Description -----</p> <p>*Teachers with 0-1 year of experience are assigned a mentor to collaborate with as needed and/or required by school leaders. The mentor provides professional learning in classroom management, pedagogy, and overall expectations to support the new teachers in areas of opportunities or specified from school admin.*</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Instructional Leadership Team (ILT) meetings* * *Quarterly district and school level PD sessions* * *New teacher professional learning supports* * *Professional Learning Communities agenda and outputs* * *Quarterly Collaborative Planning Session agenda and sign in * * *Quarterly Professional Development agenda, minutes, and sign in * <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *Increase quarterly ELA MasteryConnect on track and mastery by 5% or above on spring assessment 2023.* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional 	Stephanie House	04/28/2023		

	<p>shifts and align with curriculum guides and maps 90% of the time.*</p> <p>* *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes *</p>				
	<p>[A 1.2.3] District Monthly Collaboratives</p> <p>Description -----</p> <p>*Teachers attend a monthly District collaborative after the school day to collaborate with their subject area peers along with District Professional Leads in their subject area. These sessions provide teachers with valuable resources to practice in their classroom as well as knowing what is working and what is not working.*</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Instructional Leadership Team (ILT) meetings* * *Quarterly district and school level PD sessions* * *New teacher professional learning supports* * *Professional Learning Communities agenda and outputs* * *Weekly ILD Coaching Support Calendar Bi-weekly classroom walkthrough data reports * * *Quarterly Collaborative Planning Session agenda and sign in * * *Quarterly Professional Development agenda, minutes, and sign in * <p>Effectiveness -----</p> <p>* *Increase ELA MasteryConnect on track and mastery by 5% or above on spring assessment</p>	<p>Stephanie House</p>	<p>04/28/2023</p>		

	<p>2023 *</p> <ul style="list-style-type: none"> * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time* * *New teachers will attend support related sessions 95% of the time* * *PD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time * 				
	<p>[A 1.2.4] University of Virginia Description -----</p> <p>*Shelby County Schools will partner with the University of Virginia to empower high school leaders to ignite system and school change by identifying and confronting the greatest challenges in establishing conditions for high performance across the collective group of high schools on the state identified priority list. Ensure high school leadership teams have strong entry plans for the 2022-2023 school year and build capacity of instructional leadership skills to advance bold outcomes. Part of contracted services include eight high school principals, eight assistant principals, and seven district leaders will attend UVA Summer 2022 Executive Education, and eight high school four man teams and seven district leaders will attend UVA 2023 Winter program. *</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *UVA Partnership support schedules * * *UVA PD agendas and sign-in* * *90-Day Plan Feedback* * *ILD Coaching Support Calendar* <p>Effectiveness -----</p>	<p>Melanie Black and Kimberly Greer</p>	<p>06/30/2023</p>	<p>TAG 2.0</p>	

	<p>* *85% of priority high school 90-day plans will have implementation status and/or completion dates of action steps documented by September 2022 with evidence of monthly incremental completion dates and/or status updates. 90% by October, 95% by November, and 100% by December 2022.*</p> <p>* *100% of priority high school 90-day plans will be approved based on feedback UVA and ILD feedback. 80% of high school plans will be approved on the first submission; 90% will be approved after being revised based on feedback, and 100% will be approved following feedback and follow-up support from UVA and/or ILD*</p> <p>* *80% of high school principals will increase leadership insight scores from 6.8 in the fall to 7.8 in the spring*</p>				
<p>[S 1.3] Targeted Intervention and Personalized Learning Rationale -----</p> <p>*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.*</p> <p>Supporting Data -----</p> <p>*New Strategy*</p> <p>Benchmark Indicator Implementation: -----</p> <p>* *Quarterly RTI differentiated training PD sessions and sign in sheets * * *Monthly progress monitoring data reports with a focus on deficit areas *</p>	<p>[A 1.3.1] Targeted Intervention and Personalized Learning Description -----</p> <p>*Added support will be provided weekly and bi-weekly for Tier 2 and tier 3 intervention through Edgenuity that will focus on areas of deficit that have been identified and supported by the program, student work, and teacher of record input. This additional work will allow students to engage in content at their level of comprehension in an effort to curve their learning gap. *</p> <p>Implementation: -----</p> <p>* *Quarterly RTI differentiated training PD sessions and sign in sheets * * *Monthly progress monitoring data reports with a focus on deficit areas * * *Monthly data team meetings agendas and sign in sheets * * *Bi-Quarterly review of grade reports for at-risk or</p>	Sharlett Huff	04/28/2023		

<p>* *Monthly data team meetings agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students*</p> <p>Effectiveness: -----</p> <p>* *Increase ELA MasteryConnect for identified at-risk students on track and mastery to 45% or above by spring assessment *</p> <p>* *Quarterly data team meetings show 100% participation from teachers and administration*</p> <p>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p>	<p>identified students*</p> <p>Effectiveness: -----</p> <p>* *Increase ELA MasteryConnect for identified at-risk students on track and mastery to 5% or above by spring assessment*</p> <p>* *Monthly data team meetings show 100% participation from teachers and administration*</p> <p>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p>				
	<p>[A 1.3.2] Extended Learning Day</p> <p>Description -----</p> <p>*IZone schools attend school an extra hour each day. ELA intervention period will be utilized to target and move students from below to approaching and on-track students to mastery.*</p> <p>Implementation -----</p> <p>* *Monthly data team meetings agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students*</p> <p>Effectiveness -----</p> <p>* *Increase ELA MasteryConnect for identified at-risk students on track and mastery to 5% or above by spring assessment *</p>	<p>Dr. Melanie Black</p>	<p>05/26/2023</p>		

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	<p>[A 1.3.3] Interventionist</p> <p>Description</p> <p>-----</p> <p>*Interventionist will be hired for IZONE/Priority schools to increase academic achievement in reading and mathematics.*</p> <p>Implementation</p> <p>-----</p> <p>* *Interventionist daily schedule*</p> <p>* *Quarterly Mastery Connect Data*</p> <p>* *Quarterly Progress Monitoring/ Benchmark data*</p> <p>Effectiveness</p> <p>-----</p> <p>* *Increase ELA MasteryConnect for identified at-risk students on track and mastery by 5% or above by spring assessment *</p> <p>* *Monthly data team meetings show 100% participation from teachers and administration*</p> <p>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p>	Dr. Melanie Black	05/26/2023	TAG 2.0	

[G 2] By May, 2023 Sheffield High School will increase Math on-track and proficiency rates from 1.7% (2022) to 6.7% (2023) in grades 9, 10, and 11

Effective Instruction | Best for All Strategic Plan alignment: Academics

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

District Turnaround Plan Goal

[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.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Rationale -----</p> <p>*Sheffield High School will provide daily access to a rigorous curriculum that will develop students' deep understanding of content, provide quality Tier I instruction, performance based objectives, task, assessments that are aligned with the State's academic content standards, and promote mastery of TN standards to ensure students are career and college ready.*</p> <p>Supporting Data -----</p> <p>*Existing Strategy*</p> <p>*Sheffield High School saw an decrease in EOC Data in Math. Students will increase on-track and mastery percentages by 5% on spring EOC assessments.*</p> <p>Benchmark Indicator **Implementation** -----</p> <p>* *District Common Formative Assessments (fall, winter, and spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Quarterly Collaborative Planning Session agenda, sign in, and minutes*</p>	<p>[A 2.1.1] Support rich learning environment for students Description -----</p> <p>*Secure supplies, materials, equipment and support to engage teachers and students in high quality teaching and learning.*</p> <p>**Implementation** -----</p> <p>* *District Common Formative Assessments (fall, winter, and spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Quarterly Collaborative Planning Session agenda, sign in, and minutes* **Effectiveness** -----</p> <p>* *Increase quarterly Math MasteryConnect on track and mastery by 5% or above by spring assessment 2023.* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes *</p>	Stephanie House	04/28/2023		

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<p>* *Quarterly district and school level PD sessions*</p> <p>* *New teacher professional learning supports*</p> <p>* *Professional Learning Communities agenda and outputs*</p> <p>* *Quarterly Collaborative Planning Session agenda and sign in *</p> <p>* *Quarterly Professional Development agenda, minutes, and sign in *</p> <p>Effectiveness -----</p> <p>* *Increase Math MasteryConnect on track and mastery by 5% or above on spring assessment 2023.*</p> <p>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time*</p> <p>* *New teachers will attend quarterly support related sessions 95% of the time*</p> <p>* *Quarterly PD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time*</p>	<p>* *Increase Math MasteryConnect on track and mastery by 5% or above on spring assessment 2023.*</p> <p>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time*</p> <p>* *New teachers will attend quarterly support related sessions 95% of the time*</p> <p>* *Quarterly PD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time*</p>				
	<p>[A 2.2.2] New Teacher Mentor Description -----</p> <p>*Teachers with 0-1 year of experience are assigned a mentor to collaborate with as needed. The mentor provides professional and content insight from a seasoned teacher.*</p> <p>Implementation -----</p> <p>* *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</p> <p>* *Instructional Leadership Team (ILT) meetings*</p> <p>* *Quarterly district and school level PD sessions*</p>	Kimberly Greer	04/28/2023		

	<p>* *New teacher professional learning supports*</p> <p>* *Professional Learning Communities agenda and outputs*</p> <p>* *Quarterly Collaborative Planning Session agenda and sign in *</p> <p>* *Quarterly Professional Development agenda, minutes, and sign in *</p> <p>Effectiveness -----</p> <p>* *Increase Math MasteryConnect on track and mastery by 5% or above on spring assessment 2023.*</p> <p>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time*</p> <p>* *New teachers will attend quarterly support related sessions 95% of the time*</p> <p>* *Quarterly PD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time*</p>				
	<p>[A 2.2.3] University of Virginia Description -----</p> <p>*Shelby County Schools will partner with the University of Virginia to empower high school leaders to ignite system and school change by identifying and confronting the greatest challenges in establishing conditions for high performance across the collective group of high schools on the state identified priority list. Ensure high school leadership teams have strong entry plans for the 2022-2023 school year and build capacity of instructional leadership skills to advance bold outcomes. Part of contracted services include eight high school principals, eight assistant principals, and seven district leaders will attend UVA Summer 2022 Executive Education, and eight high school</p>	<p>Melanie Black and Kimberly Greer</p>	<p>06/30/2023</p>	<p>TAG 2.0</p>	

	<p>four man teams and seven district leaders will attend UVA 2023 Winter program. *</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *UVA Partnership support schedules * * *UVA PD agendas and sign-in* * *90-Day Plan Feedback* * *ILD Coaching Support Calendar* <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *85% of priority high school 90-day plans will have implementation status and/or completion dates of action steps documented by September 2022 with evidence of monthly incremental completion dates and/or status updates. 90% by October, 95% by November, and 100% by December 2022.* * *100% of priority high school 90-day plans will be approved based on feedback UVA and ILD feedback. 80% of high school plans will be approved on the first submission; 90% will be approved after being revised based on feedback, and 100% will be approved following feedback and follow-up support from UVA and/or ILD* * *80% of high school principals will increase leadership insight scores from 6.8 in the fall to 7.8 in the spring* 				
	<p>[A 2.2.4] District Monthly Collaboratives Description -----</p> <p>*Teachers attend a monthly District collaborative after the school day to collaborate with their subject area peers along with District Professional Leads in their subject area. These sessions provide teachers with valuable resources to practice in their</p>	Stephanie House	04/28/2023		

	<p>classroom as well as knowing what is working and what is not working.*</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Instructional Leadership Team (ILT) meetings* * *Quarterly district and school level PD sessions* * *New teacher professional learning supports* * *Professional Learning Communities agenda and outputs* * *Quarterly Collaborative Planning Session agenda and sign in * * *Quarterly Professional Development agenda, minutes, and sign in * <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *Increase Math MasteryConnect on track and mastery by 5% or above on spring assessment 2023.* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time* * *New teachers will attend quarterly support related sessions 95% of the time* * *Quarterly PD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time* 				
<p>[S 2.3] Targeted Interventions and Personalized Learning Rationale -----</p> <p>*Provide academic interventions, personalized learning activities, an individualized learning pace,</p>	<p>[A 2.3.1] Targeted Interventions and Personalized Learning Description -----</p> <p>*Added support will be provided weekly and bi-weekly for Tier 2 and tier 3 intervention through</p>	Kimberly Greer	04/28/2023		

<p>and various instructional approaches designed to meet the needs of specific learners to improve student achievement.*</p> <p>Supporting Data -----</p> <p>*New Strategy*</p> <p>Benchmark Indicator Implementation: -----</p> <p>* *Quarterly RTI differentiated training PD sessions and sign in sheets *</p> <p>* *Monthly progress monitoring data reports with a focus on deficit areas *</p> <p>* *Monthly data team meetings agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students*</p> <p>Effectiveness: -----</p> <p>* *Increase Math MasteryConnect for identified at-risk students on track and mastery by 5% or above by spring assessment *</p> <p>* *Quarterly data team meetings show 100% participation from teachers and administration*</p> <p>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p>	<p>Edgenuity that will focus on areas of deficit that have been identified and supported by the program, student work, and teacher of record input. This additional work will allow students to engage in content at their level of comprehension in an effort to curve their learning gap. *</p> <p>Implementation: -----</p> <p>* *Quarterly RTI differentiated training PD sessions and sign in sheets *</p> <p>* *Monthly progress monitoring data reports with a focus on deficit areas *</p> <p>* *Monthly data team meetings agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students*</p> <p>Effectiveness: -----</p> <p>* *Increase Math MasteryConnect for identified at-risk students on track and mastery to 45% or above by spring assessment*</p> <p>* *Data team meetings show 100% participation from stakeholders to include TOR, SPED Advisor, grade level counselor, parent, etc.*</p> <p>* *Grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p>				
	<p>[A 2.3.2] Extended Learning Day Description -----</p> <p>*iZone schools attend school an extra hour each day. ELA intervention period will be utilized to target and move students from below to approaching and on-track students to mastery.*</p>	<p>Dr. Melanie Black</p>	<p>05/26/2023</p>		

	<p>Implementation -----</p> <ul style="list-style-type: none"> * *Monthly data team meetings agendas and sign in sheets * * *Bi-Quarterly review of grade reports for at-risk or identified students* <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *Increase Math MasteryConnect for identified at-risk students on track and mastery to 5% or above by spring assessment 2023* * *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)* 				
	<p>[A 2.3.3] Interventionist Description -----</p> <p>*Interventionist will be hired for IZONE/Priority schools to increase academic achievement in reading and mathematics.*</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *Interventionist daily schedule* * *Quarterly Mastery Connect Data* * *Quarterly Progress Monitoring/ Benchmark data* <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *Increase Math MasteryConnect for identified at-risk students on track and mastery by 5% or 	Sharlet Huff	05/26/2023		

	<p>above by spring assessment *</p> <p>* *Monthly data team meetings show 100% participation from teachers and administration*</p> <p>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p>				
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[G 3] By May 2023, Sheffield High School will increase the percentage of ready graduates rates 25.6% (2022) from to 30.6% (2023) and increase the graduation rate from 56% (2022) to 61% (2023)
****Student Support and Services | Best for All Strategic Plan alignment: Student Readiness****

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

District Turnaround Plan Goal
 [G 1] Priority schools will reduce chronic absenteeism rates from approximately 31.8% in 2022 to approximately 26.8% in 2023 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation Rationale -----</p> <p>*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.*</p> <p>** **</p> <p>** **</p> <p>Supporting Data -----</p> <p>*New Strategy*</p> <p>Benchmark Indicator</p>	<p>[A 3.1.1] School Based ACT Awareness Description -----</p> <p>*ACT Specialists at Sheffield High School will enact the plan embodied in the SCS ACT Field Guide, including quarterly school level data meetings, quarterly school team collaborative meetings with members of the Office of Academics, once-per-semester school level awareness opportunities and individual school level annual ACT plans to bring ACT awareness to Sheffield High School's students.*</p> <p>Implementation -----</p> <p>* *SCS ACT Field Guide Plan for awareness opportunity*</p> <p>* *Quarterly school level data meetings *</p>	<p>Kimberly Minor and Lewis Myers</p>	<p>03/31/2023</p>		

<p>Implementation: -----</p> <p>* *Quarterly review of student's report card data * * *Quarterly attendance roster reviews of ACT workshops * * *Quarterly assessment through Naviance (online platform) * Effectiveness: -----</p> <p>* *Increase ACT prep classes student grades/performance levels at or above 70% mastery in Winter 2022 and Spring 2023 * * *ACT prep classes roster to support an average of 25-30 students enrolled each semester (Winter 22 and Spring 23) * * *Increase assessment scoring to 70% on-track mastery by end of each semester (Winter 2022 and Spring 23) *</p>	<p>* *Quarterly school team collaborative meetings with the Office of Academics* * *One awareness opportunity per semester* Effectiveness -----</p> <p>* *Increase Sheffield High School's ready graduate rate by 5% or higher in spring 2023.*</p>				
	<p>[A 3.1.2] School Based ACT Support Specialist Description -----</p> <p>*Each school will select two ACT Specialists (ELA and STEM) to enact the work of the SCS ACT Field Guide, including leading workshops, analyzing ACT data, holding quarterly meetings, crafting the school level ACT plan and advocating on behalf of all students in the school for robust, transformative ACT instruction as appropriate in all grades 9-12.*</p> <p>Implementation -----</p> <p>* *Quarterly workshop agendas and sign in sheets* * *Quarterly ACT data meetings* * *Sheffield High School's ACT Plan* Effectiveness -----</p> <p>* *Quarterly review of student's report card data to</p>	<p>Kimberly Minor and Lewis Myers</p>	<p>03/31/2023</p>		

	<p>monitor success rates in ACT supported courses. *</p> <p>* *Quarterly attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery increasing ACT scores to 21 or higher.*</p>				
	<p>[A 3.1.3] ACT Professional Learning</p> <p>Description</p> <p>-----</p> <p>*ACT Specialists at each SCS managed high school will participate in annual professional learning to enhance ACT test prep, deepen understanding of ACT data and increase awareness around the components and construction of the assessment itself and its link to high quality core instruction.*</p> <p>Implementation</p> <p>-----</p> <p>* *Quarterly workshop agendas and sign in sheets*</p> <p>* *Quarterly ACT data meetings*</p> <p>* *Sheffield High School's ACT Plan*</p> <p>Effectiveness</p> <p>-----</p> <p>* *Quarterly review of student's report card data to monitor success rates in ACT supported courses. *</p> <p>* *Quarterly attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery increasing ACT scores to 21 or higher.*</p>	<p>Kimberley Minor and Lewis Myers</p>	<p>05/26/2023</p>		
<p>[S 3.2] Effective Transitions (Middle to High School to Post Secondary)</p> <p>Rationale</p> <p>-----</p> <p>*Providing programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements allows</p>	<p>[A 3.2.1] High School Student Transcript Evaluations</p> <p>Description</p> <p>-----</p> <p>*Provide comprehensive transcript evaluations three times a year for every student in grades 9-12 along with intervention guidance to ensure school counselors are aware immediately when students</p>	<p>Shevonne Harrell</p>	<p>04/28/2023</p>		

<p>students to remain in their incoming cohort thus increasing graduation rates.*</p> <p>Supporting Data -----</p> <p>*New Strategy*</p> <p>Benchmark Indicator Implementation -----</p> <p>* *Annual review of parent and student evaluation survey data*</p> <p>* *Review 4-year student academic and transition plans per semester*</p> <p>* *Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans)*</p> <p>**</p> <p>Effectiveness -----</p> <p>* *Increase parental support of students transition period (as identified) by at least 5% by spring 2023.*</p> <p>* *Increase students that are on-track of reaching their post-secondary goals at a minimum of 5% by spring 2023.*</p> <p>* *Increase students that are on-track of reaching per their individualized educational plan at a minimum of 5% by spring 2023.*</p>	<p>fall off track from their current courses. January - First semester credits are analyzed May/June - Second semester, Project Graduation, Credit Recovery and Memphis Virtual School credits are analyzed. August - Summer School credits and transcripts of newly enrolled students are analyzed.*</p> <p>Implementation -----</p> <p>* *Annual review of parent and student evaluation survey data*</p> <p>* *Review 4-year student academic and transition plans per semester*</p> <p>* *Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans)*</p> <p>Effectiveness -----</p> <p>* *Increase parental support of students transition period (as identified) by at least 5% by spring 2023.*</p> <p>* *Increase students that are on-track of reaching their post-secondary goals at a minimum of 5% by spring 2023.*</p> <p>* *Increase students that are on-track of reaching per their individualized educational plan at a minimum of 5% by spring 2023.*</p>				
	<p>[A 3.2.2] Summer Bridge Program for 9th Grade Students Description -----</p> <p>*Incoming 9th grade students will have an opportunity to meet their teachers and administration, change classes, and orientate to</p>	<p>Shanique Sanders</p>	<p>05/26/2023</p>		

	<p>the high school experience*</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *Annual review of parent and student evaluation survey data* * *Review 4-year student academic and transition plans per semester* * *Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans)* <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *Increase parental support of students transition period (as identified) by at least 5% by spring 2023.* * *Increase students that are on-track of reaching their post-secondary goals at a minimum of 5% by spring 2023.* * *Increase students that are on-track of reaching per their individualized educational plan at a minimum of 5% by spring 2023.* 				
	<p>[A 3.2.3] Parent Meetings</p> <p>Description -----</p> <p>*Provide numerous parent meetings throughout the Spring semester to discuss the transition to middle schools and high schools including visits to the middle school or high school the student will be attending. Middle School Counselors collaborate with their feeder High School Counselor(s) to host parent meetings during the spring (March – May) to discuss the transition to high school which includes the Four-Year Planning Process, Course Selection and sharing dates for the High School Open House for students/parents, Campus Tours, and Freshman Orientation. High School Counselors collaborate with feeder Middle School Counselors</p>	<p>Shanique Sanders</p>	<p>05/26/2023</p>		

	<p>to coordinate course selections for high school. Additionally, High School Counselors host a transition event for 9th grade students and parents during the spring, when schools meet in person. In a virtual setting, virtual meetings are held during the same time period for ninth grade students and their parents. *</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *Annual review of parent and student evaluation survey data* * *Review 4-year student academic and transition plans per semester* * *Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans)* <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *Increase parental support of students transition period (as identified) by at least 5% by spring 2023.* * *Increase students that are on-track of reaching their post-secondary goals at a minimum of 5% by spring 2023.* * *Increase students that are on-track of reaching per their individualized educational plan at a minimum of 5% by spring 2023.* 				
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[G 4] By May, 2023 Sheffield High School will have equal access to a safe and healthy learning environment. The school will continue to focus on the area of chronic absenteeism and discipline to move towards a 20% decrease in 2023.

****Additional Supports****

A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

District Turnaround Plan Goal

[G 1] Priority schools will reduce chronic absenteeism rates from approximately 31.8% in 2022 to approximately 26.8% in 2023 with clearly defined systems and operating

procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Support students in overcoming barriers related to student attendance</p> <p>Rationale -----</p> <p>*Chronic absenteeism remains a challenge for Sheffield High School since returning to in person learning. Students must be present in order to receive instruction. In addition, there have been many staffing changes during the past year and training is crucial to ensuring proper documentation and tracking of students who may need additional services.*</p> <p>Supporting Data -----</p> <p>*New Strategy*</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>* *Weekly attendance reports *</p> <p>* *Quarterly PD agenda and sign in sheets*</p> <p>* *Monthly attendance team meetings and sign in sheets*</p> <p>* *District 20 day attendance reports*</p> <p>Effectiveness -----</p> <p>* *Sheffield High School will meet or exceed its chronic absenteeism goal for 2022-2023*</p> <p>* *Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase*</p>	<p>[A 4.1.1] Monitoring Student Attendance</p> <p>Description -----</p> <p>*Sheffield High School will utilize a streamlined process for monitoring student attendance and tracking at-risk (5%-8% attendance rate) or chronically absent (10% attendance rate or higher) students.*</p> <p>Implementation -----</p> <p>* *Daily attendance reports*</p> <p>* *Tracking documentation of at-risk students*</p> <p>* *Monthly clean-up procedure documentation *</p> <p>Effectiveness -----</p> <p>* *Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 92.3% in 2022 to 93.0% or higher in 2023.*</p> <p>* *85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.*</p> <p>* *Chronically out of school rates will decrease from</p>	<p>Kimberly Greer</p>	<p>05/26/2023</p>		

	31.8% in 2022 to 26.8% or below in 2023 by decreasing 1.25% or more per quarter.*				
	<p>[A 4.1.2] SART Meetings and Intervention Data Description -----</p> <p>*Flagged students will have their SART meetings conducted and intervention plans developed within 3 days of being flagged.*</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *Daily attendance records* * *SART meeting date within 3 days of student being flagged* * *SART meeting agenda and sign-in* * *Written Intervention plans for student* * *Evidence of implementation of intervention plan action steps* <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *100% of intervention action steps are implemented as outlined in individual student plans with 50% implemented within one week, 75% within two weeks and 100% within three weeks with a 60% completion rate by quarter one, an 80% completion rate by quarter two, and a 90% completion rate by the end of semester one.* * *Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 92.3% in 2022 to 93.0% or higher in 2023.* * *Targeted student's Chronic Absenteeism rate will not increase to exceed 10%.* 	Kimberly Greer	05/26/2023		
<p>[S 4.2] Centralized support and school attendance teams wil provide specific supports to improve attendance rates of priority schools from 92.3% in 2022 to 93.0% or higher Rationale</p>	<p>[A 4.2.1] Student Check-ins and Parent Meetings Description -----</p>	Kimberly Greer	05/26/2023		

<p>-----</p> <p>*Many priority students struggle with barriers to attendance such as transportation, transient students, homelessness, etc. The centralized support team, school counselor, and school attendance teams will develop an Attendance Plan to include parent workshops, incentives, home visits, and an effective SART and SARB processes for students showing early warning signs (5-8% absenteeism rate).*</p> <p>Supporting Data -----</p> <p>*New Strategy*</p> <p>Benchmark Indicator Implementation -----</p> <p>* *Bi-Weekly school attendance report*</p> <p>* *SART and SARB meeting agendas and sign-in*</p> <p>* *Quarterly parent workshop agendas and sign-in*</p> <p>* *Bi-weekly check-in parent check-in*</p> <p>Effectiveness -----</p> <p>* *Chronically out of school rates will decrease from 31.8% in 2022 to 26.8% or below in 2023 by decreasing 1.25% or more per quarter.*</p> <p>* * Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 92.3% in 2022 to 93.0% or higher in 2023.*</p>	<p>*Students showing early warning signs (5-8% absence rate) will receive check-ins and meetings with parents to help find supports/solutions to barriers to attendance.*</p> <p>Implementation -----</p> <p>* *Student check-in meeting documentation*</p> <p>* *Parent meeting documentation and sign-in*</p> <p>Effectiveness -----</p> <p>* *100% of students showing early warning signs of becoming chronically absent have a parent meeting scheduled either in-person or virtually. 75% of parents scheduled will attend parent meeting upon first contact, 85% or greater will attend upon second contact/rescheduling, and 90% or greater will attend after third contact.*</p> <p>* *Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 92.3% in 2022 to 93.0% or higher in 2023.*</p> <p>* *Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate thus avoid becoming chronically absent.*</p>				
	<p>[A 4.2.2] Incentives Description -----</p> <p>*Schools will develop a system for providing incentives for good and improved attendance such as certificates, ribbons, small trophies, medals, or</p>	Kimberly Greer	05/26/2023		

instructionally related items to be used in the classroom. Priority schools will be allotted up to \$1000.00 to purchase incentives.*

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Implementation

- * *Daily attendance records*
- * *Bi-weekly attendance reports*
- * *20-day attendance reports*
- * *Student check-in to monitor students who show early signs (5-8% attendance rate)*

Effectiveness

- * *5% or less of students who are flagged showing early warning signs reach 10% and become chronically absent.*
- * *Chronically out of school rates will decrease from 31.8% in 2022 to 26.8% or below in 2023 by decreasing 1.25% or more per quarter.*
- * *Incremental increase of 2% or higher on 20 day reports for attendance rates leading to an overall attendance rate increase from 92.3% in 2022 to 93.0% or higher in 2023.*

	<p>[A 4.2.3] Monitoring and Follow-up</p> <p>Description -----</p> <p>*The Graduation Coach and the Organizational Quality Team will establish a monthly monitoring process to determine impact and success of current practices to increase student attendance. The Graduation Coach and OQT team member will provide guidance and input with the SART and SARB process for each priority school.*</p> <p>Implementation -----</p> <p>* *Attendance Plans*</p> <p>* *District 20-day Attendance Reports*</p> <p>* *SARB/SART process for each school*</p> <p>Effectiveness -----</p> <p>* *Chronically out of school rates will decrease from 31.8% in 2022 to 26.8% or below in 2023 by decreasing 1.25% or more per quarter.*</p> <p>* *Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 92.3% in 2022 to 93.0% or higher in 2023.*</p> <p>* *5% or less of students who are flagged showing early warning signs reach 10% and become chronically absent.*</p>	Kimberley Minor	05/26/2023		
<p>[S 4.3] Develop an organizational structure to support the diverse needs of priority schools</p> <p>Rationale -----</p> <p>*Promote effective parent, family, and community</p>	<p>[A 4.3.1] Parent Meetings and Trainings</p> <p>Description -----</p> <p>*Parent meetings and trainings will be provided to parents in order to promote effective parent, family,</p>	Stephanie House	05/26/2023		

<p>engagement activities that support safe schools which will improve student attendance and behavior.*</p> <p>*** **</p> <p>Supporting Data -----</p> <p>*New Strategy*</p> <p>Benchmark Indicator Implementation -----</p> <p>* *Quarterly review student attendance reports before and after community events * * *Quarterly review student discipline reports* * *Evidence of parent participation in decision-making*</p> <p>Effectiveness -----</p> <p>* *Increase in student daily attendance before and after at or above 50% by spring 2023.* * *Quarterly decrease in student discipline infractions by 10% after each event* * *Increase parental involvement and attendance by at least 25% from previous event* * *Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.*</p>	<p>and community engagement activities and resources that support safe schools which will improve student attendance, behavior, and academic growth and achievement.*</p> <p>Implementation -----</p> <p>* *Quarterly meeting agendas and sign-in sheets * * *Quarterly parent feedback surveys*</p> <p>Effectiveness -----</p> <p>* *Increase in student daily attendance before and after at or above 50% by spring 2023.* * *Quarterly decrease in student discipline infractions by 10% after each event* * *Increase parental involvement and attendance by at least 25% from previous event* * *Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.*</p>				
	<p>[A 4.3.2] Increase Parent/ Community Communications Description -----</p> <p>*Sending parent/ community communications and providing parents with resources through emails, newsletters, Robo calls, school website, mail outs, and the school's Facebook page will help to</p>	Dr. Stephanie Smith	05/26/2023		

	<p>improve student attendance, behavior, and increase academic growth and achievement. Sending out effective communications will keep parents in the know of what is going on in school. *</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *Quarterly review student attendance reports before and after community events * * *Quarterly review student discipline reports* * *Evidence of parent participation in decision-making* * *Quarterly parent communications * <p>Effectiveness -----</p> <ul style="list-style-type: none"> * *Increase in student daily attendance before and after at or above 50% by spring 2023.* * *Quarterly decrease in student discipline infractions by 10% after each event* * *Increase parental involvement and attendance by at least 25% from previous event* * *Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.* 				
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