

Sheffield High Annual Plan (2023 - 2024)

Last Modified at Jan 19, 2024 12:01 PM CST

**[G 1] Reading/Language Arts: By May 2024, Sheffield High School will increase met and exceeded expectation rates from 10.5% (2021-2022) to 15.5% (2023-2024) in grades 9 and 10 with a focus on 10th 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 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

| Strategy  | Action Step   | Person Responsible     | Estimated Completion Date | Funding Source                                    | Notes |
|---|---|------------------------|---------------------------|---|-------|
| <p><b>[S 1.1] Support implementation of high-quality instructional materials</b><br/>                     Rationale<br/>                     -----<br/>                     *Sheffield High School will provide daily access to a rigorous ELA 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.*<br/>                     Supporting Data<br/>                     -----<br/>                     *Existing Strategy *<br/>                     *District Formative Assessments (Mastery Connect)- SHS saw an increase in District Assessment Data in ELA in the Spring of 2023. In</p> | <p><b>[A 1.1.1] Instructional Material, Supplies, and Resources</b><br/>                     Description<br/>                     -----<br/>                     *Teachers and students will be provided with instructional materials, supplies, and/or equipment to support implementation of instructional programs, academic growth, and achievement. Examples of instructional material, supplies, and equipment to be purchased include but are not limited to paper, composition notebooks, binders, books, laptops and laptop carts, desktops, tablets, interactive panel, and etc. Parental trainings and meetings will also be held in which supplemental learning materials will be purchased for students and parents to assist with student academic growth and achievement. *<br/>                     * 40 Laptops @ 697.84- \$27,913.60<br/>                     * 40 Laptop Deployment fees@14.00- \$560.00<br/>                     * 2 Laptop Carts @ - \$1377.70</p> | <p>Stephanie House</p> | <p>04/05/2024</p>         | <p>SSIG<br/>                     [\$33268.22]</p> |       |

|  |  |                   |            |                      |  |
|--|--|-------------------|------------|----------------------|--|
| <p>ELA there was an increase of 13.4% of students scoring met or exceeded from the fall of 2022 to the spring of 2023. *</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* *District Common Formative Assessments (fall, winter, and spring)*</li> <li>* *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</li> <li>* *Quarterly review of TEM observation data*</li> <li>* *Weekly lesson plan review*</li> <li>* *Quarterly progress and report cards*</li> <li>* *Bi-Weekly Classroom walkthrough reports *</li> <li>* *Quarterly Collaborative Planning Session agenda, sign in, and minutes*</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* *Increase quarterly ELA MasteryConnect on track and mastery by 5%*</li> <li>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.*</li> <li>* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*</li> <li>* *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.*</li> </ul> | <ul style="list-style-type: none"> <li>* 2 Laptop Carts Deployment fees@ 24.50- \$49.00</li> <li>* 8 charging towers @ 420.99- \$3367.92</li> </ul> <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* *District Common Formative Assessments (fall, winter, and spring)*</li> <li>* *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</li> <li>* *Quarterly review of TEM observation data*</li> <li>* *Weekly lesson plan review*</li> <li>* *Quarterly progress and report cards*</li> <li>* *Bi-Weekly Classroom walkthrough reports *</li> <li>* *Quarterly Collaborative Planning Session agenda, sign in, and minutes*</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* *Increase quarterly ELA MasteryConnect on track and mastery by 5%*</li> <li>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.*</li> <li>* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*</li> <li>* *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.*</li> </ul> |                   |            |                      |  |
|  | <p><b>[A 1.1.2] Intervention Period</b><br/>Description<br/>-----</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 from approaching to met or exceeded expectations. *</p>   | Dr. Melanie Black | 04/05/2024 | SSIG<br>[\$33268.22] |  |

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|  | <p><b>[A 1.1.3] Access to a Rigorous Curriculum</b><br/>Description<br/>-----</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 guidance as to which modules and units should be taught during the school year.*</p>   | <p>Dr. Melanie Black</p> | <p>04/05/2024</p> |  |  |

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| <p><b>[S 1.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</b></p> <p>Rationale<br/>-----</p> <p>*Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.*</p> | <p><b>[A 1.2.1] Professional Learning Communities</b></p> <p>Description<br/>-----</p> <p>*Weekly PLC meetings are held during common planning time. Teachers are provided quality professional training at the school level, from IZone advisors and ILDs, MSCS Professional Development Offices, and MSCS Department of Curriculum and Instruction, that will leverage their pedagogy and implementation of best practices that will increase student academic growth and achievement.*</p>  | <p>Dr. Melanie Black</p> | <p>04/05/2024</p> |  |  |

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| <p>Supporting Data<br/>-----</p> <p>*Existing Strategy *</p> <p>*District Formative Assessments (Mastery Connect)- SHS saw an increase in District Assessment Data in ELA in the Spring of 2023. In ELA there was an increase of 13.4% of students scoring met or exceeded from the fall of 2022 to the spring of 2023.*</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <p>* *Weekly classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</p> <p>* *Bi-weekly Instructional Leadership Team (ILT) meetings*</p> <p>* *Quarterly district and school level PD sessions*</p> <p>* *Monthly new teacher professional learning supports*</p> <p>* *Weekly 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<br/>-----</p> <p>* *Increase quarterly ELA MasteryConnect met or exceeded expectations by 5% or above on spring assessment 2024.*</p> <p>* *Increase the implementation of the educational shifts and gradual release model by 80% within the</p> | <p>Implementation<br/>-----</p> <p>* *Weekly classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</p> <p>* *Bi-weekly Instructional Leadership Team (ILT) meetings*</p> <p>* *Quarterly district and school level PD sessions*</p> <p>* *Monthly new teacher professional learning supports*</p> <p>* *Weekly 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<br/>-----</p> <p>* *Increase quarterly ELA MasteryConnect on track and mastery by 5% by or above on spring assessment 2024.*</p> <p>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 2.*</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><b>[A 1.2.2] New Teacher Mentor</b></p> <p>Description</p> <p>-----</p> <p>*Teachers with 0-2 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> <p>-----</p> <p>* *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</p> <p>* *Bi-weekly Instructional Leadership Team (ILT) meetings*</p> <p>* *Quarterly district and school level PD sessions*</p> <p>* *Monthly new teacher professional learning supports*</p> <p>* *Weekly 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>-----</p> | <p>Stephanie House</p> | <p>04/05/2024</p> |  |  |

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|  | <p>* *Increase quarterly ELA MasteryConnect on track and mastery by 5% or above on spring assessment 2024.*</p> <p>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 2.*</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>   |                   |            |  |  |
|  | <p><b>[A 1.2.3] Professional Development</b><br/>Description<br/>-----</p> <p>*Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.*</p> <p>Implementation<br/>-----</p> <p>* *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</p> <p>* *Bi-weekly Instructional Leadership Team (ILT) meetings*</p> <p>* *Quarterly district and school level PD sessions*</p> <p>* *Monthly new teacher professional learning supports*</p> <p>* *Weekly 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> | Dr. Melanie Black | 04/05/2024 |  |  |

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| <p><b>[S 1.3] Provide additional support for students who are failing to make academic progress</b></p> <p>Rationale<br/>-----</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<br/>-----</p> <p>*Existing Strategy *</p> <p>*District Formative Assessments (Mastery Connect)- SHS saw an increase in District Assessment Data in ELA in the Spring of 2023. In ELA there was an increase of 13.4% of students scoring met or exceeded from the fall of 2022 to the spring of 2023.*</p> <p><b>Benchmark Indicator</b><br/>Implementation</p> | <p><b>[A 1.3.1] Response to Intervention</b></p> <p>Description<br/>-----</p> <p>*Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area.*</p> <p>Implementation<br/>-----</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</p> | Sharlet Huff | 05/24/2024 |  |  |



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|   | <p><b>[A 1.3.2] Interventionist</b></p> <p>Description</p> <p>-----</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>Implementation</p> <p>-----</p> <p>* *Interventionist daily schedule*</p> <p>* *Quarterly Mastery Connect Data*</p> <p>* *Quarterly Progress Monitoring/ Benchmark data*</p>      | <p>Dr. Melanie Black</p> | <p>05/24/2024</p> |  |  |

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|  | <p><b>[A 1.3.3] Extended Learning</b><br/>Description<br/>-----</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<br/>-----</p> <p>* *Monthly data team meeting agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students *</p> <p>Effectiveness<br/>-----</p> <p>* *Increase ELA MasteryConnect for identified at-risk students meeting or exceeding expectations 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 | 05/24/2024 |  |  |

**[G 2] Mathematics: By May, 2024 Sheffield High School will increase Math met and exceeded expectation rates from 1.9% (2021-2022) to 6.9% (2023-2024) in grades 9, 10, and 11 with a focus on Algebra I.**

\*\*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 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

| Strategy  | Action Step  | Person Responsible     | Estimated Completion Date | Funding Source | Notes |
|---|--|------------------------|---------------------------|----------------|-------|
| <p><b>[S 2.1] Support implementation of high-quality instructional materials</b><br/> Rationale<br/> -----<br/> *Sheffield High School will provide daily access to a rigorous Math 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<br/> -----<br/> *Existing Strategy*</p> <p>*District Formative Assessments (Mastery Connect)- SHS saw an increase in District Assessment Data in Math in the Spring of 2023. In Math there was an increase of 7.9% of students scoring met or exceeded from the fall of 2022 to the spring of 2023.*</p> <p><b>Benchmark Indicator</b><br/> Implementation</p> | <p><b>[A 2.1.1] Instructional Material, Supplies, and Resources</b><br/> Description<br/> -----<br/> *Teachers and students will be provided with instructional materials, supplies, and/or equipment to support implementation of instructional programs, academic growth, and achievement. Examples of instructional material, supplies, and equipment to be purchased include but are not limited to paper, composition notebooks, binders, books, laptops and laptop carts, desktops, tablets, interactive panel, etc. Parental trainings and meetings will also be held in which supplemental learning materials will be purchased for students and parents to assist with student academic growth and achievement.*</p> <p>Implementation<br/> -----<br/> * *District Common Formative Assessments (fall, winter, and spring)*<br/> * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*<br/> * *Quarterly review of TEM observation data*<br/> * *Weekly lesson plan review*<br/> * *Quarterly progress and report cards*<br/> * *Bi-Weekly Classroom walkthrough reports *</p> | <p>Stephanie House</p> | <p>04/05/2024</p>         |                |       |

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|  | <p>guidance as to which modules and units should be taught during the school year.*</p> <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* *District Common Formative Assessments (fall, winter, and spring)*</li> <li>* *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</li> <li>* *Quarterly review of TEM observation data*</li> <li>* *Weekly lesson plan review*</li> <li>* *Quarterly progress and report cards*</li> <li>* *Bi-Weekly Classroom walkthrough reports *</li> <li>* *Quarterly Collaborative Planning Session agenda, sign in, and minutes*</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* *Increase quarterly Math MasteryConnect met and exceeded expectations by 5% or above by spring assessment 2024.*</li> <li>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.*</li> <li>* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*</li> <li>* *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes *</li> </ul> |                |            |  |  |
| <p><b>[S 2.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</b></p> <p>Rationale<br/>-----</p> <p>*Providing professional development for teachers,</p> | <p><b>[A 2.2.1] Professional Learning Communities</b></p> <p>Description<br/>-----</p> <p>*Weekly PLC meetings are held during common planning time. Teachers are provided quality professional training at the school level, from IZone</p>   | Kimberly Greer | 05/24/2024 |  |  |

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| <p>administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts is beneficial in providing high quality learning.*</p> <p>Supporting Data<br/>-----</p> <p>*Existing Strategy *</p> <p>*District Formative Assessments (Mastery Connect)- SHS saw an increase in District Assessment Data in Math in the Spring of 2023. In Math there was an increase of 7.9% of students scoring met or exceeded from the fall of 2022 to the spring of 2023.*</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <p>* *Weekly classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</p> <p>* *Bi-weekly Instructional Leadership Team (ILT) meetings*</p> <p>* *Quarterly district and school level PD sessions*</p> <p>* *Monthly new teacher professional learning supports*</p> <p>* *Weekly 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>advisors and ILDs, MSCS Professional Development Offices, and MSCS Department of Curriculum and Instruction, that will leverage their pedagogy and implementation of best practices that will increase student academic growth and achievement.*</p> <p>Implementation<br/>-----</p> <p>* *Weekly classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</p> <p>* *Bi-weekly Instructional Leadership Team (ILT) meetings*</p> <p>* *Quarterly district and school level PD sessions*</p> <p>* *Monthly new teacher professional learning supports*</p> <p>* *Weekly 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<br/>-----</p> <p>* *Increase quarterly Math MasteryConnect met or exceeded expectations by 5% by or above on spring assessment 2024.*</p> <p>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 2.*</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>-----</p> <ul style="list-style-type: none"> <li>* *Increase quarterly Math MasteryConnect met or exceeding expectations by 5% or above on spring assessment 2024.*</li> <li>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 2.*</li> <li>* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*</li> <li>* *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes *</li> </ul> |  |                  |            |  |  |
|  | <p><b>[A 2.2.2] New Teacher Mentor</b></p> <p>Description</p> <p>-----</p> <p>*Teachers with 0-2 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> <p>-----</p> <ul style="list-style-type: none"> <li>* *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</li> <li>* *Bi-weekly Instructional Leadership Team (ILT) meetings*</li> <li>* *Quarterly district and school level PD sessions*</li> <li>* *Monthly new teacher professional learning supports*</li> <li>* *Weekly Professional Learning Communities agenda and outputs*</li> <li>* *Quarterly Collaborative Planning Session agenda and sign in *</li> <li>* *Quarterly Professional Development agenda,</li> </ul> | Christina Taylor | 05/24/2024 |  |  |



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|  | <p>minutes, and sign in *</p> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* *Increase quarterly Math MasteryConnect met or exceeded expectations by 5% or above on spring assessment 2024.*</li> <li>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 2.*</li> <li>* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*</li> <li>* *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes*</li> </ul>   |                          |                   |  |  |
|  | <p><b>[A 2.2.3] Professional Development</b><br/>Description<br/>-----</p> <p>*Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.*</p> <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</li> <li>* *Bi-weekly Instructional Leadership Team (ILT) meetings*</li> <li>* *Quarterly district and school level PD sessions*</li> <li>* *Monthly new teacher professional learning supports*</li> </ul> | <p>Dr. Melanie Black</p> | <p>05/24/2024</p> |  |  |

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|  | <p>* *Weekly 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>-----</p> <p>* *Increase quarterly Math MasteryConnect met or exceeded expectations by 5% or above on spring assessment 2024.*</p> <p>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 2.*</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> |               |            |  |  |
| <p><b>[S 2.3] Provide additional support for students who are failing to make academic progress</b></p> <p>Rationale</p> <p>-----</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>-----</p> <p>*Existing Strategy*</p> <p>*District Formative Assessments (Mastery Connect)- SHS saw an increase in District Assessment Data in Math in the Spring of 2023. In Math there was an increase of 7.9% of students scoring met or exceeded from the fall of 2022 to</p> | <p><b>[A 2.3.1] Response to Intervention</b></p> <p>Description</p> <p>-----</p> <p>*Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area.*</p> <p>Implementation</p> <p>-----</p> <p>* *Quarterly RTI differentiated training PD sessions</p>  | Sharlett Huff | 05/24/2024 |  |  |

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| <p>the spring of 2023.*</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* *District Common Formative Assessments (fall, winter, and spring)*</li> <li>* *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*</li> <li>* *Quarterly review of TEM observation data*</li> <li>* *Weekly lesson plan review*</li> <li>* *Quarterly progress and report cards*</li> <li>* *Bi-Weekly Classroom walkthrough reports *</li> <li>* *Quarterly Collaborative Planning Session agenda, sign in, and minutes*</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* *Increase quarterly Math MasteryConnect met or exceeded expectations by 5% or above by spring assessment 2024.*</li> <li>* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 2.*</li> <li>* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*</li> <li>* *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes *</li> </ul> | <p>and sign in sheets *</p> <ul style="list-style-type: none"> <li>* *Monthly progress monitoring data reports with a focus on deficit areas *</li> <li>* *Monthly data team meetings agendas and sign in sheets *</li> <li>* *Bi-Quarterly review of grade reports for at-risk or identified students*</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* *Increase Math MasteryConnect for identified at-risk students meeting or exceeding expectations to 5% or above by spring assessment*</li> <li>* *Monthly data team meetings show 100% participation from teachers and administration*</li> <li>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</li> </ul> |                   |            |  |  |
|  | <p><b>[A 2.3.2] Interventionist</b><br/>Description<br/>-----</p> <p>*Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to</p>   | Dr. Melanie Black | 05/24/2024 |  |  |

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|  | <p>meet the needs of specific learners to improve student achievement.*</p> <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* *Interventionist daily schedule*</li> <li>* *Quarterly Mastery Connect Data*</li> <li>* *Quarterly Progress Monitoring/ Benchmark data*</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* *Increase Math MasteryConnect for identified at-risk students meeting or exceeding expectations by 5% or above by spring assessment*</li> <li>* *Monthly data team meetings show 100% participation from teachers and administration*</li> <li>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</li> </ul> |                          |                   |  |  |
|  | <p><b>[A 2.3.3] Extended Learning</b></p> <p>Description<br/>-----</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<br/>-----</p> <ul style="list-style-type: none"> <li>* *Monthly data team meeting agendas and sign in sheets*</li> <li>* *Bi-Quarterly review of grade reports for at-risk or identified students*</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* *Increase Math MasteryConnect for identified</li> </ul>   | <p>Dr. Melanie Black</p> | <p>05/24/2024</p> |  |  |

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|  | at-risk students meeting or exceeding expectations by 5% or above by spring assessment*<br>* *Monthly data team meetings show 100% participation from teachers and administration*<br>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)* |  |  |  |  |
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**[G 3] College and Career Readiness: By May 2024, Sheffield High School will increase the percentage of ready graduates rates from 31.6% (2023) to 34.0% (2024)**  
 \*\*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 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

| Strategy  | Action Step  | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|---|--|--------------------|---------------------------|----------------|-------|
| <p><b>[S 3.1] ACT Preparation</b><br/>           Rationale<br/>           -----</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>Supporting Data<br/>           -----</p> <p>*New strategy *<br/>           **</p> | <p><b>[A 3.1.1] School Based ACT Awareness</b><br/>           Description<br/>           -----</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<br/>           -----</p> <p>* *SCS ACT Field Guide Plan for awareness opportunity*<br/>           * *Quarterly school level data meetings*</p> | Kimberley Minor    | 05/24/2024                |                |       |

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| <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <p>* *Quarterly review of student's report card data *<br/>* *Quarterly attendance roster reviews of ACT workshops *<br/>* *Quarterly assessment through Naviance (online platform)*</p> <p>Effectiveness<br/>-----</p> <p>* *Increase ACT prep classes student grades/performance levels at or above 70% mastery in Winter 2023 and Spring 2024*<br/>* *ACT prep classes roster to support an average of 25-30 students enrolled each semester (Winter 23 and Spring 24) *<br/>* *Increase assessment scoring to 70% on-track mastery by end of each semester (Winter 2023 and Spring 24) *</p> | <p>* *Quarterly school team collaborative meetings with the Office of Academics*<br/>* *One awareness opportunity per semester*</p> <p>Effectiveness<br/>-----</p> <p>* *Increase in attendance in semester awareness opportunities by 5% from the winter awareness opportunities to spring awareness opportunities.*<br/>* *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 from 0% to 3%.*</p> |                            |                   |  |  |
|   | <p><b>[A 3.1.2] ACT Professional Development</b><br/>Description<br/>-----</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<br/>-----</p>   | <p>Kimberley<br/>Minor</p> | <p>05/24/2024</p> |  |  |

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|  | <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<br/>-----</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><b>[S 3.2] Provide equitable access to early postsecondary opportunities: dual credit / dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), College Level Exam Program (CLEP), Cambridge International Examinations (CIE), industry certifications</b></p> <p>Rationale<br/>-----</p> <p>*Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.*</p> <p>Supporting Data<br/>-----</p> <p>*New Strategy*</p> <p><b>Benchmark Indicator</b></p> <p>Implementation<br/>-----</p> <p>* *Semester review of the number of Dual Enrollment courses offered per year *</p> <p>* *Semester review of students enrolled in each</p> | <p><b>[A 3.2.1] Post Secondary Opportunities</b></p> <p>Description<br/>-----</p> <p>*Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) while enrolled at Sheffield High School in order to increase students' college and career readiness.*</p> <p>Implementation<br/>-----</p> <p>* *Semester review of the number of Dual Enrollment courses offered per year *</p> <p>* *Semester review of students enrolled in each Dual Enrollment course *</p> <p>* *Quarter review of report card data of students in Dual Enrollment tutoring *</p> <p>Effectiveness<br/>-----</p> <p>* *Increase the number of Dual Enrollment offerings by 5% of current offerings based on the master schedule *</p> <p>* *Increase the outcome of students taking Dual Enrollment offerings.*</p> | <p>Dr. Melanie Black and Shanique Sanders</p> | <p>05/24/2024</p> |  |  |

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| <p>Dual Enrollment course *</p> <p>* *Quarter review of report card data of students in Dual Enrollment tutoring *</p><br><p>Effectiveness</p> <p>-----</p> <p>* *Increase the number of Dual Enrollment offerings by 5% of current offerings based on the master schedule *</p> <p>* *Increase the outcome of students taking Dual Enrollment offerings.*</p> |   |                         |                   |  |  |
|  | <p><b>[A 3.2.2] Industry Certifications</b></p> <p>Description</p> <p>-----</p> <p>*Students in grades 9th-12th who score 70% and above will have the opportunity to earn career/technical certifications that are aligned with CCTE programs and career opportunities.*</p> <p>Implementation</p> <p>-----</p> <p>* *Semester review of student career interest inventories*</p> <p>* *Quarterly monitor enrollment and courses selection for 8th and 9th grade students in CCTE courses*</p> <p>* *Quarterly review of the Work-based Learning Program*</p> <p>* *Analyze semester transcripts*</p><br><p>Effectiveness</p> <p>-----</p> <p>* *Increase student interest with alignment of course offerings and selectins by 50% alignment*</p> | <p>Shanique Sanders</p> | <p>05/24/2024</p> |  |  |



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|  | <p>* *Increase the number of concentrators per CCTE course band by 70%*</p> <p>* *Increase passing scores to a minimum of 70% in all CCTE courses*</p>  |                 |            |  |  |
|  | <p><b>[A 3.2.3] College Information Sessions</b><br/>Description<br/>-----</p> <p>*Provide opportunities for all students to attend college informational sessions throughout the school year. College informational sessions allow students to ask questions, meet other prospective college recruiters and understand the college on a deeper level. College informational sessions will allow students the opportunity gain insightful information when selecting a college and understand high school requirements needed to gain entry into college.*</p> <p>Implementation<br/>-----</p> <p>* *Semester review of student career interest inventories*</p> <p>* *Quarterly monitor enrollment and courses selection for all students*</p> <p>* *Analyze semester transcripts*</p> <p>Effectiveness<br/>-----</p> <p>* *Increase student interest with alignment of course offerings and selectins by 50% alignment*</p> <p>* *Increase the number of concentrators per CCTE course band by 70%*</p> | Shavone Harrell | 05/24/2024 |  |  |

**[G 4] Safe and Healthy Students: By May, 2024 Sheffield High School will focus on chronic absenteeism and discipline to move towards a 20% decrease in 2024. Sheffield High School will decrease chronic absenteeism rates from 31.2% (2023) to 11.2% (2024).**

**\*\*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% in 2023 to approximately 26% in 2024 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><b>[S 4.1] Provide support in developing a positive school culture and maintaining a school environment that is conducive to effective instruction</b></p> <p>Rationale<br/>-----</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<br/>-----</p> <p>*Existing Strategy *</p> <p>*Attendance Report- Sheffield High School's attendance rate decreased 8.3% in 2022-2023 from the previous school year.*</p> <p><b>Benchmark Indicator</b></p> <p>Implementation<br/>-----</p> <p>* *Weekly attendance reports*</p> | <p><b>[A 4.1.1] S.E.E.D Training</b></p> <p>Description<br/>-----</p> <p>*Train and/or provide a refresher to school staff in August 2023 and January 2024 to identify, consistently monitor, and track at-risk students for chronic absenteeism; share effective strategies to support reducing chronic absenteeism rates from 31% in 2023 to 26% or below in 2024.*</p> <p>Implementation<br/>-----</p> <p>* *Weekly**** ****Attendance Reports*</p> <p>* *Quarterly PD agenda and sign in sheets*</p> <p>* *Monthly Attendance Team meeting and sign in sheets*</p> <p>Effectiveness<br/>-----</p> <p>* *85% of Sheffield High School's attendance 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>Kimberly Greer and Portia Nichols</p> | <p>05/24/2024</p>         |                |       |

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| <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><br><p>Effectiveness</p> <p>-----</p> <p>* *Sheffield High School will meet or exceed its chronic absenteeism goal for 2023-2024*</p> <p>* *Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase*</p> | <p>* *Chronically out of school rates will decrease from 1.25% or more per quarter.*</p>   |                       |                   |  |  |
|   | <p><b>[A 4.1.2] Monitoring Student Attendance</b></p> <p>Description</p> <p>-----</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>-----</p> <p>* *Daily attendance reports*</p> <p>* *Tracking documentation of at-risk students*</p> <p>* *Monthly clean-up procedure documentation*</p><br><p>Effectiveness</p> <p>-----</p> <p>* *Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase to 93.0% or higher in 2024.*</p> <p>* *85% of priority schools processes and procedures for tracking attendance will yield a 90%</p> | <p>Kimberly Greer</p> | <p>05/24/2024</p> |  |  |

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|  | <p>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 1.25% or more per quarter.*</p>  |                |            |  |  |
|  | <p><b>[A 4.1.3] SART Meetings and Intervention Plans</b></p> <p>Description</p> <p>-----</p> <p>*Flagged students will have their SART meetings conducted and intervention plans developed within 3 days of being flagged.*</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> <li>* *Daily attendance records*</li> <li>* *SART meeting date within 3 days of student being flagged*</li> <li>* *SART meeting agenda and sign-in*</li> <li>* *Written Intervention plans for student*</li> <li>* *Evidence of implementation of intervention plan action steps*</li> </ul> <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> <li>* *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.*</li> <li>* *Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase to 93% or higher in 2024.*</li> <li>* *Flagged student's Chronic Absenteeism rate will not increase to exceed 10%.*</li> </ul> | Kimberly Greer | 05/24/2024 |  |  |

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| <p><b>[S 4.2] Support Students In Overcoming Barriers Related to Attendance</b></p> <p>Rationale<br/>-----</p> <p>*Many priority students struggle with barriers to attendance such as transportation, transient lifestyle, homelessness, etc. The centralized support graduation coach, school counselor, and school attendance team members 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<br/>-----</p> <p>*Existing Strategy*</p> <p>*Attendance Report- Sheffield High School's attendance rate decreased 8.3% in 2022-2023 from the previous school year. *</p> <p><b>Benchmark Indicator</b></p> <p>Implementation<br/>-----</p> <p>* *Bi-weekly School Attendance Team meeting agendas and sign in sheets *</p> <p>* *Quarterly parent workshop agendas and sign in sheets *</p> <p>* *Bi-weekly check-in parent meeting agendas and sign in sheets *</p> <p>* *Weekly attendance report *</p> <p>* *Quarterly School Attendance Team Collaboration meeting agenda and sign in *</p> <p>* *Bi-weekly SART and/or SARB meeting agenda and sign in *</p> <p>* *Quarterly monitoring of student intervention plans with specific supports*</p> | <p><b>[A 4.2.1] Student Incentives</b></p> <p>Description<br/>-----</p> <p>*Schools will develop a system for providing incentives for good and improved attendance such as certificates, ribbons, small trophies, medals, or instructionally related items to be used in the classroom. Priority schools will be allotted up to \$1000.00 to purchase incentives.*</p> <p>Implementation<br/>-----</p> <p>* *Daily attendance records*</p> <p>* *Bi-weekly attendance reports*</p> <p>* *20-day attendance reports*</p> <p>* *Student check-in to monitor students who show early signs (5-8% attendance rate)*</p> <p>Effectiveness<br/>-----</p> <p>* *Chronically out of school rates decrease by 5% or more in 2024*</p> <p>* *Improve attendance rates to 96.6% or more in 2024*</p> <p>* *Incremental increase of 2% on 20-day reports for attendance rates *</p> <p>* *Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.)*</p> <p>* *Student intervention plans will support students in the area of greatest need 100% of the time*</p> | <p>Kimberly Greer</p> | <p>05/24/2024</p> |  |  |
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| <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* *Chronically out of school rates decrease by 5% or more in 2024 *</li> <li>* *Improve attendance rates to 96.6% or more in 2024*</li> <li>* *Incremental increase of 2% on 20-day reports for attendance rates *</li> <li>* *Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.)*</li> <li>* *Student intervention plans will support students in the area of greatest need 100% of the time*</li> </ul> |  |                |            |  |  |
|  | <p><b>[A 4.2.2] Student Intervention Plans</b><br/>Description<br/>-----</p> <p>*Support will be provided by developing student intervention plans, parent workshops, and professional development for staff.*</p> <p>Implementation<br/>-----</p> <ul style="list-style-type: none"> <li>* *PD attendance and sign-in*</li> <li>* *Meeting agenda and sign-in*</li> <li>* *Intervention Plans*</li> <li>* *Parent workshop agenda and sign-in*</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* *The percentage of students requiring intervention plans will decrease 5% or more per quarter.*</li> <li>* *Incremental increase of 2% on 20 day reports for attendance rates of targeted students.*</li> </ul> | Kimberly Greer | 05/24/2024 |  |  |

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|  | <p>* 5% or less of students who are flagged showing early warning signs will become chronically absent.*</p> <p>* Chronically out of school rates will decrease 1.25% or more per quarter.*</p>  |                |            |  |  |
|  | <p><b>[A 4.2.3] Student Check-Ins and Parent Meetings</b></p> <p>Description<br/>-----</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. Parental trainings and meetings will also be held in which supplemental learning materials will be issued to parents and students that will focus on increasing student attendance and chronic absenteeism.*</p> <p>Implementation<br/>-----</p> <p>* Student check-in meeting documentation*<br/>* Parent meeting documentation and sign-in*</p> <p>Effectiveness<br/>-----</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.*<br/>* Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase to 93.0% or higher in 2024.*<br/>* Less than 5% of students who are flagged showing early warning signs will reach 10%</p> | Kimberly Greer | 05/24/2024 |  |  |

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|   | absenteeism rate thus avoid becoming chronically absent.*  |                 |            |  |  |
| <p><b>[S 4.3] Develop an organizational structure to support the diverse needs of priority schools</b></p> <p>Rationale<br/>-----</p> <p>*Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.*</p> <p>Supporting Data<br/>-----</p> <p>*New Strategy*</p> <p><b>Benchmark Indicator</b><br/>Implementation<br/>-----</p> <p>* *Quarterly review student attendance reports before and after community events*</p> <p>* *Quarterly review student discipline reports*</p> <p>* *Evidence of parent participation in decision-making*</p> <p>Effectiveness<br/>-----</p> <p>* *Increase in student daily attendance before and after at or above 50% by spring 2024.*</p> <p>* *Quarterly decrease in student discipline infractions by 10% after each event*</p> <p>* *Increase parental involvement and attendance by at least 25% from previous event*</p> <p>* *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><b>[A 4.3.1] Parent Meetings and Trainings</b></p> <p>Description<br/>-----</p> <p>*Parent meetings and trainings will be provided to parents in order to promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance, behavior, and academic growth and achievement.*</p> <p>Implementation<br/>-----</p> <p>* *Quarterly meeting agendas and sign-in sheets*</p> <p>* *Quarterly parent feedback surveys*</p> <p>Effectiveness<br/>-----</p> <p>* *Quarterly meeting agendas and sign-in sheets*</p> <p>* *Quarterly parent feedback surveys*</p> | Stephanie House | 05/24/2024 |  |  |



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|  | <p><b>[A 4.3.2] Increase Parent/ Student Communication</b></p> <p>Description<br/>-----</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 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<br/>-----</p> <ul style="list-style-type: none"> <li>* *Quarterly review student attendance reports before and after community events*</li> <li>* *Quarterly review student discipline reports*</li> <li>* *Evidence of parent participation in decision-making*</li> <li>* *Quarterly parent communications*</li> </ul> <p>Effectiveness<br/>-----</p> <ul style="list-style-type: none"> <li>* *Increase in student daily attendance before and after at or above 50% by spring 2024.*</li> <li>* *Quarterly decrease in student discipline infractions by 10% after each event*</li> <li>* *Increase parental involvement and attendance by at least 25% from previous event*</li> <li>* *Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.*</li> </ul> | Dr. Stephanie Smith | 05/24/2024 |  |  |
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