

Mt. Pisgah Middle/High Annual Plan (2022 - 2023)

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[G 1] Reading/Language Arts

Mt. Pisgah Middle School will work toward increasing the following percentage of 6-9 grade students who are (1) on track plus mastered from 19.14% in 2022-2023 to 24.1% in 2022-2023; (2) Mt. Pisgah Middle School will work toward increasing the number of SWD from 0% to 10% on track and mastered on TCAP for 2022-2023. (3) Mt. Pisgah Middle School will work toward decreasing the percentage of students who are below on the TCAP by 10%.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Classroom Walkthrough and Debrief Tool

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined</p>	<p>[A 1.1.1] Weekly PLC & Collaborative Planning During weekly Collaboratively Planning (Tuesdays) and PLC (Thursdays) meetings, the 2nd strategy – action step #1 Consistent System Expectations via Cycle of Continued Coaching & Feedback. 3rd strategy – action step #1 Daily Targeted Supports and Enrichment Opportunities In order to ensure students receive targeted support and enrichment opportunities, Admin Lead and Content Lead will support teachers in Utilizing the PLC Planning Protocol to provide support with big picture planning. Implementing a data-informed instruction cycle protocol to analyze assessment data to make informed instructional decisions. Using the LASW protocol to support targeted feedback and support for students. Utilizing item analysis to identify misconceptions during the planning and data analysis processes. . Arrange planning times to ensure GenEd & SpEd can co-plan to ensure planning sessions are text-based and standards-based while addressing learning gaps.</p>	<p>Rhonda Anthony (ELA Admin Lead), Candice Bell-Swain (ELA Content Lead); Rachelle Taylor (Zone 5 ELA ISA)</p>	<p>04/14/2023</p>		

<p>in the rubric and gauge the implementation of standard-aligned instruction.</p> <p>School walkthrough data will be monitored through the PowerBI for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>TEM observation data will be monitored to determine teachers' effectiveness in delivering standard-aligned lessons based on the TN Standards.</p>	<p>Create a weekly PLC meeting schedule to address district academic focus priorities monthly.</p>				
	<p>[A 1.1.2] Implementation of district initiatives: 4 Instructional Practices, Blended Learning, Direct Teaching Model & Aggressive Monitoring</p> <p>In order for students to receive grade-level, standards-based instruction, each week teachers will Utilize the PLC Protocol and the ELA Planning Document to ensure teachers understand the expectations of the standards as well as the level of rigor the standard addresses. Incorporate performance-based objectives, identify and analyze the academic language required for standard mastery, implement the gradual release of responsibility from teacher to students, and incorporate graphic organizers as scaffolds during instruction to increase students' comprehension.</p>	<p>Rhonda Anthony (ELA Admin Lead), Candice Bell-Swain (ELA Content Lead); Rachelle Taylor (Zone 5 ELA ISA)</p>	<p>03/10/2023</p>		
	<p>[A 1.1.3] Improve Student Achievement and Growth by Supporting Rich Learning Environments</p> <p>Mt. Pisgah Early College Middle and High School will secure supplies, materials, equipment, and resources to support academic growth and achievement in reading/language arts.</p>	<p>Tarvis Mull (PLC)</p>	<p>02/24/2023</p>		
<p>[S 1.2] Professional Development</p> <p>Provide professional development for administrators, content leads, and teachers on how to implement instructional practice shifts, including pedagogy of the content, master of standard look fors, students' skill set, and students' proficient</p>	<p>[A 1.2.1] Consistent System Expectations via Cycle of Continued Coaching & Feedback</p> <p>Administrators and Content Leads will take the following actions weekly to collect evidence and plan teacher support: Conduct informal walk-throughs of classrooms using the Instructional</p>	<p>Rhonda Anthony (ELA Admin Lead), Candice Bell-Swain (ELA Content</p>	<p>04/07/2023</p>		

<p>reading level of grade-supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction.</p> <p>School walkthrough data will be monitored through the PowerBI for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>TEM observation data will be monitored to determine teachers' effectiveness in delivering standard-aligned lessons based on the TN Standards.</p> <p>School-based Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>District-provided Leadership Development Week sessions are attended monthly at 85% by content lead teachers, the PLC Coach, Counselors, and administrators to ensure school leaders are gaining knowledge of initiatives and content and obtaining resources to support teachers.</p> <p>New teacher professional learning supports are offered at least quarterly for new teachers. Mentor logs are submitted at the end of each month to ensure collegial support is assigned to each new teacher.</p>	<p>Practice Walkthrough Tool and the PLZ Informal Walkthrough documents. Utilize effective feedback protocols to strengthen teachers' practices. Allow time and a safe space for teachers to engage in deliberate practice in areas of opportunity. Conduct follow-up observations to evaluate the implementation of the feedback provided to teachers. Admin will utilize data from TEM observations to identify trends and develop school-wide and targeted PD opportunities. PLCs, collaborative planning meetings, and faculty meetings will be used to deliver PD based on needs identified by admin & content leads.</p>	<p>Lead); Rachelle Taylor (Zone 5 ELA ISA)</p>			
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	<p>[A 1.2.2] Quarterly Targeted & Aligned Professional Development</p> <p>The Admin team and Content Leads will administer periodic teacher needs assessment surveys to determine areas of need. Conduct informal/formal classroom observations using the TEM rubric and the Instructional Practices walkthrough tool to determine areas of need. Provide cycles of professional to teachers learning based on our instructional vision and data gathered from formal and informal observations. Provide support to teachers for the implementation of the district's ELA curriculum and resources. Provide support to teachers with the district's academic focus. Incorporate quarterly professional readings to support teachers with research-based instructional practices. Facilitate TEM calibration sessions to support teachers with effective instructional delivery. Facilitate sessions specific to the general and specific needs of our novice teachers.</p>	<p>Rhonda Anthony (ELA Admin Lead), Candice Bell-Swain (ELA Content Lead); Rachelle Taylor (Zone 5 ELA ISA)</p>	<p>04/14/2023</p>		
<p>[S 1.3] Targeted Intervention and Personalized Learning</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>Benchmark Indicator</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (aimswebPlus) to determine the next steps of intervention support in an effort to get them to grade level.</p> <p>Bi-weekly review of grade reports for students</p>	<p>[A 1.3.1] Daily Targeted Supports and Enrichment Opportunities</p> <p>In order to ensure students receive targeted support and enrichment opportunities, teachers will Plan and deliver Tier 1 instruction with the appropriate scaffolds, differentiation, accommodations, and enrichment based on grade-level standards and quantitative and qualitative student data and monitor students' progress. Plan and deliver RTI2-A interventions to provide additional support to Tier 2 and Tier 3 students in their specific areas of need and monitor students' progress. Utilize the Academic Advisory class period to provide enrichment and intervention to all students, using monthly progress monitoring tools to make instructional decisions. Offer tutoring to supplement the district tutoring initiative. Utilize collaborative groups and blended learning as indicated by the content and data.</p>	<p>Rhonda Anthony (ELA Admin Lead), Candice Bell-Swain (ELA Content Lead); Rachelle Taylor (Zone 5 ELA ISA), Laura Roush (ELA Co-teacher), Tiffany Vanderpuije (Reading Interventionist)</p>	<p>05/26/2023</p>		

<p>enrolled in tier I opportunities (e.g., tutoring, Academic Advisory, etc.) to monitor and adjust the effectiveness of the opportunities and the impact on student learning and content delivery.</p>					
	<p>[A 1.3.2] Monthly Student Data Talks Teachers will utilize uniform data reflection methods with students in all classes to assist students in active goal setting and monitoring for academic achievement and growth and to increase students' ownership of their learning. Data talks will be implemented. Teachers and students will share student data and goals with parents/families during family data and curriculum events.</p>	<p>Rhonda Anthony (ELA Admin Lead), Candice Bell-Swain (ELA Content Lead); Rachelle Taylor (Zone 5 ELA ISA), Laura Roush (ELA Co-teacher), Tiffany Vanderpuije (Reading Interventionist)</p>	<p>04/14/2023</p>		
	<p>[A 1.3.3] Co-teacher Weekly Collaborative Planning Meetings Co-teachers will ensure the most effective scaffolding, accommodations, and modifications are incorporated in daily instruction and assessments to support students with IEPs access to grade-level standards. Teachers will ensure the most effective co-teaching strategies are utilized daily in classrooms to support students with IEPs access to grade-level standards. Co-teachers will also review data during collaborative planning & PLC meetings to inform instructional planning & delivery for RTI2-A & Learning Lab classes.</p>	<p>Rhonda Anthony (ELA Admin Lead), Candice Bell-Swain (ELA Content Lead); Rachelle Taylor (Zone 5 ELA ISA), Laura Roush (ELA Co-teacher), Tiffany Vanderpuije (Reading Interventionist)</p>	<p>04/14/2023</p>		

[G 2] Mathematics

Mt. Pisgah Middle School will work toward increasing the following percentage of 6-8 grade students who are (1) on track plus mastered from 13.3% in 2021-2022 to 18.3% in 2022-2023; (2) approaching from 42.3% in 2021-2022 to 47.3% in 2022-2023; (3) below from 44.4% in 2021-2022 to 39.4% in 2022-2023 as reflected on TCAP.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Classroom Walkthrough and Debrief Tool

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction.</p> <p>School walkthrough data will be monitored through the PowerBI for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p>	<p>[A 2.1.1] Weekly PLC & Collaborative Planning During weekly Collaboratively Planning (Tuesdays) and PLC (Thursdays) meetings, the Admin Leads and Content Leads will support teachers in Utilizing the PLC Planning Protocol to provide support with big picture planning. Admin and Content Leads will implement a data-informed instruction cycle protocol to analyze assessment data to make informed instructional decisions. LASW protocol will be used to support targeted feedback and support for students. Teachers will utilize item analysis to identify misconceptions during the planning and data analysis processes. To ensure collaborative planning and PLC meetings are meaningful, the Admin team will Incorporate weekly vertical planning to support scaffolding and differentiation to ensure students have access to solid, vertically aligned math instruction. Admin will arrange planning times to ensure GenEd and SpEd teachers can co-plan to ensure planning sessions are standards-based while addressing learning gaps. Admin will create a weekly CP meeting schedule to address areas aligned to our big rocks (1st Thursday - Deliberate Lesson Practice, 2nd Thursday - Content-specific PD, 3rd Thursday - Data/Task Analysis, 4th Thursday - Needs-based - Classroom Walkthrough Trend Data).</p>	<p>Newman Robertson (Math Admin Lead), Lawanda Johnson (Math Content Lead), Lawanda Longstreet (Zone 5 Math ISA)</p>	<p>04/14/2023</p>		

<p>TEM observation data will be monitored to determine teachers' effectiveness in delivering standard-aligned lessons based on the TN Standards.</p>					
	<p>[A 2.1.2] District's Four Instructional Practices In order for students to receive grade-level, standards-based instruction, each week teachers will</p> <ul style="list-style-type: none"> -Utilize the Unpacking Standards Protocol to ensure teachers understand the expectations of the standards as well as the level of rigor the standard addresses -Incorporate performance-based objectives, identify and analyze the academic language required for standard mastery, implement text complexity analysis for the gradual release of responsibility from teacher to students, and incorporate graphic organizers as scaffolds during instruction to increase students' comprehension. 	<p>Newman Robertson (Math Admin Lead), Lawanda Johnson (Math Content Lead), Lawanda Longstreet (Zone 5 Math ISA)</p>	<p>03/10/2023</p>		
	<p>[A 2.1.3] Differentiated Instruction Teachers will provide differentiated instruction and assignments as needed to students who lack the foundational knowledge needed to master a standard utilizing the following methods:</p> <ul style="list-style-type: none"> -Eagle Warm Up to assess knowledge of key foundational concepts -Station Rotation for students who need extra practice and assistance from the teacher or a peer -Digital platforms such as Khan Academy, Eureka Math, etc. - Provide afterschool tutoring as needed. 	<p>Newman Robertson (Math Admin Lead), Lawanda Johnson (Math Content Lead), Lawanda Longstreet (Zone 5 Math ISA)</p>	<p>03/10/2023</p>		
	<p>[A 2.1.4] Improve Student Achievement and Growth by Supporting Rich Learning Environments Mt. Pisgah Early College Middle and High School</p>	<p>Tarvis Mull (PLC)</p>	<p>02/24/2023</p>		

	will secure supplies, materials, equipment, and resources to support academic growth and achievement in mathematics.				
<p>[S 2.2] Professional Development Provide professional development for administrators, content leads, and teachers on how to implement instructional practice shifts, including pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade-supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction.</p> <p>School walkthrough data will be monitored through the PowerBI for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>TEM observation data will be monitored to determine teachers' effectiveness in delivering standard-aligned lessons based on the TN Standards.</p> <p>School-based Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>District-provided Leadership Development Week sessions are attended monthly at 85% by content lead teachers, the PLC Coach, Counselors, and administrators to ensure school leaders are gaining</p>	<p>[A 2.2.1] Consistent System Expectations via a Cycle of Continuous Coaching and Feedback The Admin and Content Lead will take the following actions weekly to collect evidence and plan teacher support.</p> <ul style="list-style-type: none"> -Conduct informal walk-throughs of classrooms using the Educational Epiphany and General Classroom Walkthrough Tools. -Utilize effective feedback protocols to strengthen teachers' practices. -Allow time and a safe space for teachers to engage in deliberate practice in areas of opportunity. -Conduct a follow-up observation to evaluate the implementation of the feedback provided to teachers. 	<p>Newman Robertson (Math Admin Lead), Lawanda Johnson (Math Content Lead), Lawanda Longstreet (Zone 5 Math ISA)</p>	<p>04/07/2023</p>		

knowledge of initiatives and content and obtaining resources to support teachers.					
	<p>[A 2.2.2] Peer Observation and Feedback The Admin lead will develop a plan that allows each teacher to observe at least one peer at least once each quarter. Prior to the requested/suggested observation, the observee (teachers) will complete an observation request that asks the peer observer to focus on one skill that the observee would like feedback on. Following the observation, the peer observer and the observee will meet to discuss noticings and wonderings. The Admin team will identify model classrooms/teachers for teachers to observe to aid in real-time coaching and strategy/practice implementation.</p>	Newman Robertson (Math Admin Lead), Lawanda Johnson (Math Content Lead), Lawanda Longstreet (Zone 5 Math ISA)	04/14/2023		
	<p>[A 2.2.3] Quarterly Targeted and Aligned Professional Development The Admin and Content Lead will</p> <ul style="list-style-type: none"> -Administer periodic teacher needs assessment surveys to determine areas of need. -Conduct informal/formal classroom observations using the TEM rubric and the classroom walkthrough tool to determine areas of need. -Provide cycles of professional learning to teachers based on our instructional vision and data gathered from formal and informal observations. -Provide support to teachers for the implementation of the district's math curriculum and resources. -Provide support to teachers with the district's blended learning focus – station rotations. -Incorporate quarterly professional readings to support teachers with research-based instructional practices. 	Newman Robertson (Math Admin Lead), Lawanda Johnson (Math Content Lead), Lawanda Longstreet (Zone 5 Math ISA)	04/14/2023		

	<p>-Facilitate TEM calibration sessions to support teachers with effective instructional delivery.</p> <p>-Facilitate sessions specific to the general and specific needs of our novice teachers.</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (aimswebPlus) to determine the next steps of intervention support in an effort to get them to grade level.</p> <p>Bi-weekly review of grade reports for students enrolled in tier I opportunities (e.g., tutoring, Academic Advisory, etc.) to monitor and adjust the effectiveness of the opportunities and the impact on student learning and content delivery.</p>	<p>[A 2.3.1] Daily Targeted Supports and Enrichment Opportunities In order to ensure students receive targeted support and enrichment opportunities, teachers will plan and deliver Tier 1 instruction with the appropriate scaffolds, differentiation, accommodations, and enrichment based on grade-level standards and quantitative and qualitative student data, and monitor students' progress. Teachers will plan and deliver RTI2-A interventions to provide additional support to Tier 2 and Tier 3 students in their specific areas of need and monitor students' progress. Teachers will incorporate culturally responsive instructional practices and offer voluntary before/after-school tutoring. Teachers will also utilize collaborative groups and blended learning as indicated by the content and data.</p>	<p>Newman Robertson (Math Admin Lead), Lawanda Johnson (Math Content Lead), Lawanda Longstreet (Zone 5 Math ISA), Gabriel Jauregui (Math Co-teacher), Cameron Bryant (Math Interventionist)</p>	05/26/2023		
	<p>[A 2.3.2] Quarterly Student Data Talks Teachers will utilize uniform data reflection methods with students in all classes to assist students in active goal setting and monitoring for academic achievement and growth and to increase students' ownership of their learning. Teachers and</p>	<p>Newman Robertson (Math Admin Lead), Lawanda Johnson (Math Content Lead),</p>	04/14/2023		

	students will share student data and goals with parents/families.	Lawanda Longstreet (Zone 5 Math ISA), Gabriel Jauregui (Math Co-teacher), Cameron Bryant (Math Interventionist)			
	<p>[A 2.3.3] Co-teacher Weekly Collaborative Planning Meetings</p> <p>Co-teachers will ensure the most effective scaffolding, accommodations, and modifications are incorporated in daily instruction and assessments to support students with IEPs access to grade-level standards. Co-teachers will ensure the most effective co-teaching strategies are utilized daily in classrooms to support students with IEPs access to grade-level standards.</p>	Newman Robertson (Math Admin Lead), Lawanda Johnson (Math Content Lead), Lawanda Longstreet (Zone 5 Math ISA), Gabriel Jauregui (Math Co-teacher), Cameron Bryant (Math Interventionist)	04/14/2023		

[G 3] Safe and Healthy Students

Mt. Pisgah Early College Middle and High School will

- * decrease the chronic absenteeism rate from 13.3% to 8.3% by the close of the 22-23 school year.
- * decrease the exclusionary discipline rate from 16.7% to 9.7% by the close of the 22-23 school year.
- * decrease the percentage of students with at least one failing grade from 20.8% to 10.8% by the close of the 22-23 school year.

Performance Measure

Attendance, discipline, and failing grades will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Bright Bytes Data
- * Rethink (SEL)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Schoolwide Processes, Interventions and Supports Implement and monitor schoolwide processes, interventions, supports, and incentives that address at-risk absenteeism, behaviors, and achievement.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students' behavior and the effectiveness of behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improving student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, progressive discipline, tier 2/3 RTI2-B, and truant).</p> <p>Bi-weekly grade audits - to ensure adherence to the district's grading policy and to ensure proactive measures are taken when students are struggling to meet the expectations of grade-level standards.</p> <p>Fall, winter, and spring districtwide common formative assessments - to ensure students are making adequate progress towards grade-level academic standards.</p>	<p>[A 3.1.1] Schoolwide Attendance Process and Procedures Mt. Pisgah Early College Middle and High School's attendance process:</p> <ul style="list-style-type: none"> * During the Annual Title I Parent Meeting, parents will be informed of the district's attendance policy and the school's attendance process. * Teachers will record attendance in PowerSchool within the first five minutes of each class. If a student arrives at class after attendance has been recorded, the teacher will change the student's attendance in PowerSchool from absent to tardy by the end of the school day. * If a child misses two consecutive days from class, the teacher will contact the parent in writing, cc'ing their grade level guidance counselor, AP McKinney, and GOS Freeman, to inquire about the child's well-being, to remind the parent of the school's attendance process, and to provide make-up work/opportunities. * If a child misses three days from school, the grade-level guidance counselor will issue an attendance warning letter, documented via PowerSchool. * If a child misses five days from school, the grade-level counselor will conduct a SART meeting to develop an attendance support plan. This plan will be shared with administrators, the child's teachers, and any additional support personnel as deemed necessary. * AP McKinney will review and share schoolwide attendance data at the close of each 20-day reporting period. * Training and support will be provided to staff members as needed according to the data collected. 	<p>Sherry McKinney (Assistant Principal)</p>	<p>05/26/2023</p>		

	<p>* Students will be recognized and celebrated for perfect and improved attendance quarterly.</p>				
	<p>[A 3.1.2] Schoolwide Discipline Process and Procedures Mt. Pisgah Early College Middle and High School's discipline process:</p> <p>* During the August in-service, AP Anthony and the RTI2-B team shared the schoolwide RTI2-B plan, processes, and resources with the staff. Teachers also have access to the district's student handbook which outlines behavior expectations and related policies.</p> <p>* During the Annual Title I Parent Meeting, parents will be informed of the district's discipline policy and the school's discipline plan. Parents and students also have access to the district's student handbook which outlines behavior expectations and related policies.</p> <p>* During the first week of school with students, teachers used the resources provided by the RTI2-B team to teach students the schoolwide behavior expectations for various locations throughout the school.</p> <p>* Teachers received Bright Bytes training in August and are expected to use the platform to record positive and all concerning student behavior incidents, contacts, and interventions.</p> <p>* Teachers received ReThink SEL training in August and are expected to deliver three-part lessons to students weekly.</p> <p>* The schoolwide behavior expectations are posted throughout the school in common areas and classrooms.</p> <p>* Teachers will record students' conduct in PowerSchool using the following system: E: 0-1 infractions (student reminder of expectations), S: 2-4 (student conference and parent contact), N: 5-7 (parent contact/conference and guidance referral), and U: 8+ (parent conference and office referral). Throughout the quarter, students will have an opportunity to correct their behavior and improve</p>	<p>Dr. Rhonda Anthony (Assistant Principal)</p>	<p>05/26/2023</p>		

	<p>their conduct.</p> <ul style="list-style-type: none"> * If a child is referred to guidance, the guidance counselor conferences with the student to reset the behavior expectations and documents the occurrence in Bright Bytes. * If a child is referred to an administrator, the administrator issues the appropriate consequence based on previous incidents and the tiered behavior system provided by the district. All occurrences are documented in PowerSchool. * When students miss class due to a behavior consequence, they are provided an opportunity to receive instruction and make up missed assignments (e.g., virtual platforms, tutoring, academic advisory) per the district's grading policy. * AP Anthony will review and share schoolwide discipline data at the close of each 20-day reporting period. * Training and support will be provided to staff members as needed according to the data collected. * Students will be recognized and celebrated for meeting and making improvements towards the behavior expectations quarterly. * Teachers will be recognized and celebrated for meeting and making improvements towards implementing the behavior expectations and using the documentation system properly. 				
	<p>[A 3.1.3] Schoolwide Academic Support Process and Procedures Mt. Pisgah Early College Middle and High School's academic support process:</p> <ul style="list-style-type: none"> * During the Annual Title I Parent Meeting, parents will be informed of the district's grading policy and the school's academic support process. * Teachers will aggressively monitor students during independent practice tasks to provide immediate feedback. * Teachers will use formative assessment data to plan and facilitate blended learning - teacher-led, offline, and online station rotations - as an 	<p>Danielle Leach (Principal), Dr. Newman Robertson (Vice Principal), Dr. Rhonda Anthony (Assistant Principal), Sherry McKinney (Assistant Principal),</p>	<p>05/26/2023</p>		

	<p>additional tier 1 support at least once per week.</p> <ul style="list-style-type: none"> * Teachers will use formative assessment data to provide content-specific interventions and enrichments during the daily Academic Advisory period. * Teachers will enter at least two grades per week into PowerSchool. Content administrators will conduct grade book audits bi-monthly. * Students who need additional support based on their 21-22 TCAP scores will be referred for school-based tutoring. * Prior to the release of each quarterly progress report, teachers will inform students, parents, and the grade-level guidance counselor that a student is at risk of failing. The grade-level guidance counselor will work with the teacher, parent, and student to develop a recovery plan. The meeting, outcomes, and next steps will be documented and added to Bright Bytes. * Administrative leads will review and share grade book audit data at the close of each 20-day reporting period. * Training and support will be provided to staff members as needed according to the data collected. * Students will be recognized and celebrated for earning academic honors and improved academic performance quarterly. * Students will be recognized and celebrated for meeting and exceeding mastery on the fall, winter, and spring district common formative assessments. 	<p>Tarvis Mull (PLC), Devonah Bowers (Counselor), Christin Covington (Counselor), Kasandra Davis (Counselor)</p>			
<p>[S 3.2] Professional Development Provide ongoing, high-quality professional development for staff members to focus on changing instructional practices and classroom/behavior management practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator The following benchmarks will be used to monitor changed practices and the impact of those</p>	<p>[A 3.2.1] RTI2-B - Schoolwide Positive Behavior Support System</p> <ul style="list-style-type: none"> * During the August in-service, the RTI2-B team provided an overview of the RTI2-B plan, processes, and resources to the staff. * Throughout the school year, ongoing behavior management training, support, and resources will be provided to staff members by the RTI2-B team, the district's SEED office, or a vendor as indicated by the data collected. * Throughout the school year, ongoing 	<p>Danielle Leach (Principal), Dr. Newman Robertson (Vice Principal), Dr. Rhonda Anthony (Assistant Principal), Sherry</p>	<p>01/06/2023</p>		

<p>practices as a result of professional development after each 20-day reporting period:</p> <ul style="list-style-type: none"> * Student attendance reports * Student grade reports * Student behavior referrals * Student discipline reports * Student academic support plans * Teacher observation tools 	<p>research-based instructional practices training, support, and resources will be provided to instructional staff members by the ILT, the district's Professional Learning and Support office, or a vendor as indicated by the data collected.</p>	<p>McKinney (Assistant Principal), Tarvis Mull (PLC), Kasandra Davis (Counselor)</p>			
	<p>[A 3.2.2] Social Emotional Learning and Support</p> <ul style="list-style-type: none"> * During the summer teachers were offered training on the ReThink SEL platform which is the districtwide platform used to teach students about emotions and provide strategies for dealing with various emotions. * During an August faculty meeting, teachers received school-based training on the program expectations and how to navigate the platform. * Throughout the school year, staff members will receive ongoing training, support, and resources regarding social-emotional learning from the ILT, the district's Professional Learning and Support/SEED office, or a vendor as indicated by the data collected. 	<p>Danielle Leach (Principal), Dr. Newman Robertson (Vice Principal), Dr. Rhonda Anthony (Assistant Principal), Sherry McKinney (Assistant Principal), Tarvis Mull (PLC), Kasandra Davis (Counselor)</p>	<p>02/24/2023</p>		
	<p>[A 3.2.3] Bright Bytes Training and Support</p> <ul style="list-style-type: none"> * During an August PLC meeting, teacher leaders provided an overview of the Bright Bytes platform to the staff. * Throughout the school year, ongoing system and intervention training, support, and resources will be provided to staff members by the RTI2-B team, the district's SEED office, or a vendor as indicated by the data collected. * Throughout the school year, ongoing research-based instructional practices training, support, and resources will be provided to instructional staff members by the ILT, the district's 	<p>Danielle Leach (Principal), Newman Robertson (Vice Principal), Rhonda Anthony (Assistant Principal), Sherry McKinney (Assistant</p>	<p>12/16/2022</p>		

	Professional Learning and Support office, or a vendor as indicated by the data collected.	Principal), Tarvis Mull (PLC), Kasandra Davis (Counselor)			
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance, behavior, and academic achievement.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>Review 20-day attendance and discipline reports for students whose parents attend school events to determine the impact on their attendance, discipline, and academic performance.</p> <p>Review the engagement activity survey results following each activity for evidence of parent participation in decisions relating to the education of their children and collaboration efforts on school-level topics.</p> <p>Review the parent, student, teacher needs survey results following each activity to ensure the training and engagement activities are meeting the needs of our school community.</p>	<p>[A 3.3.1] Family and Community Engagement Calendar</p> <ul style="list-style-type: none"> * At the beginning of the school year, the team created a list of activities and events for the school year which was added to the calendar on our school's website. The website calendar will be updated as new activities and events are planned and approved by Principal Leach. * Activities and events will also be posted in ClassDojo, on our social media platforms, and Blackboard. * Parents and students can make requests for activities and training via our Parent and Student Needs Survey link which is accessible on our school website. * Follow-up feedback and input surveys will be provided to participants following each activity and event. * For the convenience of parents who cannot attend in-person training sessions or events, virtual and recorded options will be available when possible. 	<p>Danielle Leach (Principal), Tarvis Mull (PLC), Devonah Bowers (Counselor), Kasandra Davis (Counselor), Christin Covington (Counselor)</p>	02/03/2023		
	<p>[A 3.3.2] Stakeholder Committees</p> <ul style="list-style-type: none"> * Stakeholder participation will be solicited to form committees to provide input and feedback to the administrative team on ways to increase relations between the school and the community. Possible committees: Parent Advisory Committee, Pisgah Alumni Association, Incentives and Celebrations Committee, Academic Support Committee, etc. 	<p>Danielle Leach (Principal), Dana Nickols (Family Engagement Specialist)</p>	01/02/2023		

	<ul style="list-style-type: none"> * The Parent Resource Center will be stocked and available for committee members to meet, plan and prepare. * The principal, family engagement specialist, or designee will meet with committees at least quarterly. 				
	<p>[A 3.3.3] School/Home Communication System</p> <ul style="list-style-type: none"> * Administrators, counselors, sponsors, and designees will provide students and parents with timely communication regarding schoolwide assessments, initiatives, events, and activities via Blackboard, ClassDojo, and the school's website and social media platforms. * Teachers will provide students and parents with timely communication regarding class-specific and grade-specific assignments, assessments, student progress, initiatives, events, and activities via Powerschool, ClassDojo, and weekly newsletters and emails. * Teachers will periodically notify parents when their child is meeting academic and behavioral expectations. * Teachers will immediately notify parents when their child is not meeting academic expectations, and notify parents after a verbal warning and redirection when the child is not meeting behavioral expectations. Behavior intervention must also be logged into Bright Bytes. * Teachers will also follow the schoolwide Attendance, Discipline, and Academic Support plan communication expectations. 	<p>Danielle Leach (Principal), Dr. Newman Robertson (Vice Principal), Dr. Rhonda Anthony (Assistant Principal), Sherry McKinney (Assistant Principal), Tarvis Mull (PLC)</p>	<p>10/07/2022</p>		