

Georgian Hills Middle Annual Plan (2023 - 2024)

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[G 1] Georgian Hills Middle will increase the ELA rate of met plus exceeded from 5% in 2022 to 13.1% in 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>[S 1.1] Support implementation of standards aligned curricula</p> <p>Rationale -----</p> <p>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>Supporting Data -----</p> <p>* *Spring 2023 Mastery Connect data indicated 7th grade ELA increased from 4% in Fall 2022 to 14.1% Spring 2023 which was a growth of 9.95%.**</p> <p>Benchmark Indicator</p>	<p>[A 1.1.1] My Perspective Curriculum</p> <p>Description -----</p> <p>The District adopted curriculum will be used by teachers to deliver content-based materials to students in grades 6-8.</p> <p>Implementation -----</p> <p>Weekly lesson plan feedback, Collaborative Planning, Safe practice and informal walkthroughs</p> <p>Effectiveness -----</p> <p>Students will score at 80% or higher on quarterly formative assessment</p> <p>Students will meet or exceed the proficiency score on the yearly TCAP tests.</p>	<p>Paula Askew-PLC Coach, Travis McGlothian-Principal, Natasha Gossett-Assistant Principal, Deneshia Campbell-Instructional Curriculum Coach,</p>	<p>04/12/2024</p>		

<p>Implementation -----</p> <ul style="list-style-type: none"> * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District 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. * Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards. * Review weekly of students' work during PLC data analysis meetings. <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 35% of students will score 70% or higher on Fall District Formative Assessment and 43% of students will score 70% or higher on Spring District Formative Assessment * 80% of teachers utilizing the District curriculum and resources during daily classroom observations * 80% of teachers will score a 3 or higher on lesson observed using TEM rubric during quarterly review of TEM observation data * 70% of students' mastery on weekly standard aligned tasks 					
	<p>[A 1.1.2] Improve Student Achievement Description -----</p> <p>Teachers and leaders will seek new practices and strategies to ensure that the needs of our students</p>	<p>Travis Mcglothian-Principal, Natasha Gossett-Assistant Principal,</p>	<p>04/04/2024</p>		

	<p>are addressed daily utilizing resources provided through Title I. Leaders will provide data dig opportunities for teachers to analyze data and/or also visit other schools for increased collaboration and professional development provided with Title I funds.</p> <p>Implementation -----</p> <p>*Daily walkthroughs, weekly PLC meetings, weekly student work analysis, Ongoing need-based professional development*</p> <p>Effectiveness -----</p> <p>Students will score at 80% or higher on quarterly formative assessment</p> <p>Students will meet or exceed the proficiency score on the yearly TCAP tests.</p>	<p>Paula Askew-PLC Coach, Deneshia Campbell-Instructional Curriculum Coach, Terri Journey-ILT Member</p>			
	<p>[A 1.1.3] Provide Opportunities for all students including at risk.</p> <p>Description -----</p> <p>All students including subgroups will be provided with high-quality instructional strategies and resources (RTI, RTIB2, targeted interventions, small group instruction) that are tailored to their needs and ability levels.</p> <p>Implementation -----</p>	<p>Paula Askew-PLC Coach, Erica Hammonds-Senior Reading Advisor, Wesceta Fletcher-RTI Interventionist,</p>	<p>04/12/2024</p>		

	<p>Daily intervention with tiered instruction, informal walkthroughs, iReady, Foundational literacy, RT12</p> <p>Effectiveness -----</p> <p>*Students will increase on iready diagnostic from fall to winter and from winter to spring, Students will increase by 20% on Reading Horizon Elevate diagnostic from fall to spring, and students will score proficient on state standardized tests.*</p>				
	<p>[A 1.1.4] Model Effective Instructional Practices Description -----</p> <p>ILT members, including lead teachers, and iZone advisors, will model effective instruction to support teachers and allow for deliberate practice grounded in components of the teaching/coaching framework.</p> <p>Implementation -----</p> <p>*Informal walk-through tools,*</p> <p>*PLC Safe Practice during Collaborative Planning*</p> <p>Effectiveness -----</p> <p>*90% of the teachers will score at least a 3 on the semester TEMS observations*</p> <p>*Students will score at least 80% on District</p>	<p>Paula Askew-PLC Coach, Travis McGlothian-Principal, Natasha Gossett-Assistant Principal, Deneshia Campbell-Instructional Curriculum Coach, Tiffany Dixon. Sherrie Anderson, Roslyn Pruitt; iZone Advisors</p>	<p>04/25/2024</p>		

	quarterly formative assessments and TCAP assessment.*				
<p>[S 1.2] Professional Development Rationale -----</p> <p>Teacher and school leaders attend local and out of state professional development conferences to collaborate with other educators to learn new strategies and best practices for improving achievement.</p> <p>Supporting Data -----</p> <p>* *Spring 2023 Mastery Connect data 7th ELA Fall 2022 4.2%% to Spring 2023 14.1% a growth of 9.95%.**</p> <p>Benchmark Indicator Implementation -----</p> <p>* Monthly Leadership development PD</p> <p>*Monthly redelivery of Teacher Development week PD</p> <p>* Weekly classroom observation using the Informal Walkthrough Tool</p> <p>Effectiveness -----</p> <p>* 85% of teachers will score a 3 or better on yearly TEM evaluations.</p> <p>* 100% of teachers implement effective instruction using strategies from Teacher Development Week.</p> <p>*80% of students will increase by 15% from the fall</p>	<p>[A 1.2.1] Provide Professional Development Opportunities for Instructional Leaders Description -----</p> <p>The GHMS instructional leadership team will attend in-town and out-of-town professional development which may include zone meetings, district professional development sessions designed for leaders, as well as targeted virtual educational conferences to ensure they are equipped to provide the necessary training to the GHMS faculty. It is important that they maintain high skill levels and are in tune to the advancements in the educational arena in order to effectively train others.</p> <p>Implementation -----</p> <p>weekly PLC meetings,</p> <p>bi-weekly ILT meetings,</p> <p>Monthly Professional Development,</p> <p>Effectiveness -----</p> <p>* 80% of the students will demonstrate mastery on weekly extended exit tickets.</p> <p>* 100% of admin leads will Lead weekly PLC meetings and provide feedback with 90% of the teachers being able to deliver effective instruction.</p>	<p>Travis McGlothian-Principal, Natasha Gossett-Assistant Principal, Paula Askew-PLC Coach, Deneshia Campbell-Instructional Curriculum Coach, Erica Hammonds-Senior Reading Advisor</p>	04/12/2024		

2023 Mastery Connect Data to Spring 2024 Mastery Connect data					
	<p>[A 1.2.2] PLC Meeting and Collaborative Planning</p> <p>Description -----</p> <p>Facilitate weekly PLC meetings and collaborative planning sessions to review and analyze data, inform teachers of high-quality instructional practices, assist teachers in developing lessons aligned to standards, and discuss ways to help students show growth and improve achievement. Provide training on engagement strategies.</p> <p>Implementation -----</p> <p>Weekly Deliberate practice</p> <p>weekly collaborative planning feedback</p> <p>weekly lesson plan feedback</p> <p>Effectiveness -----</p> <p>* 85% of teachers will score a 3 or better on yearly TEM evaluations.</p> <p>* 100% of teachers implement instructional practices from Monthly Teacher Development week which will result in 90% of the teachers being able to deliver effective instructions.</p> <p>*80% of students will increase by 15% from the fall 2023 Mastery Connect Data to Spring 2024 Mastery Connect data</p>	Paula Askew-PLC Coach	04/12/2024		

	<p>[A 1.2.3] Izone Support</p> <p>Description -----</p> <p>District coaches from iZone will work with teachers to observe, provide feedback, co-plan, and coach as needed to improve instructional practices in content areas.</p> <p>Implementation -----</p> <p>*weekly lesson plan feedback, weekly collaborative planning sessions school and district informal walkthroughs*</p> <p>Effectiveness -----</p> <p>Students will increase achievement to 80% on District quarterly formative assessments and TCAP</p>	<p>Izone Advisors- Sherrie Anderson, Tiffany Dixon, Matara Harris, ELA Manager, Armond Arnold, Roslyn Pruitt</p>	<p>04/05/2024</p>		
	<p>[A 1.2.4] Provide Instructional Materials and Supplies</p> <p>Description -----</p> <p>Secure supplies, materials, equipment, and support for classroom instruction. Materials and supplies will be provided for teachers and students to support the overall learning environment. Items will be purchased as needed and determined based on needs assessments and data reviews.</p> <p>Implementation -----</p> <p>Weekly Informal walkthroughs</p> <p>Monthly Peer Observations</p> <p>Weekly Lesson Plans</p>	<p>Paula Askew, PLC Coach</p>	<p>05/03/2024</p>		

	<p>Weekly collaborative Planning</p> <p>Weekly Data Team Meetings</p> <p>Effectiveness -----</p> <p>*Student achievement on quarterly Benchmarks should be at or above 70%.*</p>				
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Rationale -----</p> <p>Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>Supporting Data -----</p> <p>There was an increase in 7th grade met and exceeding mastery from 4.2% in the fall of 2022 to 14.1% in spring of 2022. The increase was 9.95%.</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>Weekly Progress Monitoring</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention to determine the next steps of intervention support in an effort to get them to grade level.</p> <p>Effectiveness -----</p>	<p>[A 1.3.1] Senior Reading Advisor</p> <p>Description -----</p> <p>The Senior Reading Advisor offers additional support to all 6th- and 7th-grade students to close the literacy gap in the area of phonics, and fluency.</p> <p>Implementation -----</p> <p>Daily implementation of The Reading Horizons curriculum will be used to implement this foundational literacy program.</p> <p>Effectiveness -----</p> <p>Students will increase by 5% on their quarterly diagnostic assessment for a total increase of 20% by the EOY.</p>	<p>Erica Campbell, Senior Reading Advisor</p>	<p>05/31/2024</p>		

<p>Students will have an intervention plan outlining the next steps 100% of the time</p> <p>Increase students' performance at or above 70% on District Formative Assessment (Fall, winter, and spring) which aligns with core instructional standards for the specific quarter.</p> <p>Increase in quarter grading (i.e.D to C) for students that participate at or above 70% mastery</p> <p>Sign-in sheets will show 100% involvement of all stakeholders (teachers, interventionists, counselor, SPED teachers, etc.)</p>					
	<p>[A 1.3.2] Instructional Curriculum Coach Description -----</p> <p>*The instructional curriculum Coach will offer additional support in writing to teachers in core content areas.*</p> <p>Implementation -----</p> <p>*The instructional curriculum coach will implement daily writing support using supplemental materials, professional development, and classroom walkthroughs. It will be implemented through everybody writes, exit tickets and quarterly writing assignments.*</p> <p>Effectiveness -----</p> <p>Students will increase writing proficiency to 80% on the quarterly writing assessments and TCAP writing.</p>	<p>Deneshia Campbell, Instructional Curriculum Coach</p>	<p>04/05/2024</p>		
	<p>[A 1.3.3] RTI2 Lead/Interventionist Description -----</p>	<p>Wesceta Fletcher, RTI2</p>	<p>05/10/2024</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 monthly. Interventions provided for students are adjusted based on student performance in the deficit area.</p> <p>Implementation -----</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>Effectiveness -----</p> <p>* 35% of students will score 70% or higher on iReady Fall Assessment and 50% of students will score 70% or higher on iReady Spring Assessment</p> <p>* 10% of students will move from the 10 percentile on the fall iready assessment to the 50 percentile on the spring iready assessment.</p>	Lead/Intervent onist			
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[G 2] Georgian Hills Middle will increase the Math rate of met plus exceeded from 6.3% (2021-2022) to 12.9% (2023-2024).

****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>[S 2.1] Standard Aligned Core Instruction Rationale -----</p> <p>By spring 2022, GHMS will improve 6-8 mathematics. We believe the improvement in this area can continue based on work done in the prior years including the implementation of a rigorous math curriculum that requires students to apply all shifts to real-world applications and the execution of targeted professional development to support math. GHMS teachers will continue to plan and execute standard aligned lessons with intentionality.</p> <p>Supporting Data -----</p> <p>Student achievement increased from spring of 2022 to spring of 2023.</p> <p>Benchmark Indicator Implementation -----</p> <p>Weekly review of lesson plans</p>	<p>[A 2.1.1] Improve student achievement in math Description -----</p> <p>Teachers, admin leads, and iZone coaches will seek new practices and strategies to ensure that the needs of our students are addressed daily utilizing digital and physical resources provided through Title I. Leaders will provide data dig opportunities for teachers to analyze data and also visit other schools to increase collaboration and professional development provided with Title I funds.</p> <p>Implementation -----</p> <p>Informal walkthroughs</p> <p>Weekly Lesson Plans</p> <p>Weekly collaborative Planning</p> <p>Weekly Data team meetings</p> <p>Effectiveness -----</p>	<p>Paula Askew-PLC Coach, Travis Mcglothian-Principal, Natasha Gossett-Assistant Principal, Deneshia Campbell-Instructional Curriculum Coach</p>	<p>04/12/2024</p>		

<p>Daily walkthroughs</p> <p>Weekly Safe Practice during PLC</p> <p>Weekly Exit Ticket Data Meeting</p> <p>Weekly collaborative planning sessions</p> <p>Quarterly District Common Formative Assessments</p> <p>Effectiveness -----</p> <p>Quarterly Review of TEM observation data to monitor educators' level of effectiveness and delivery of standard-aligned lessons to the TN Standards at a level of 3 or higher.</p> <p>Students score 70% or above on quarterly formative assessments</p> <p>Monthly review of Data from Daily walkthroughs</p>	<p>80% of the students will score 80% or above on weekly extended exit tickets</p> <p>100% of the teachers will provide engaging lesson</p> <p>Student achievement on quarterly benchmarks should be at or above 70%.</p>				
	<p>[A 2.1.2] Izone Content Advisors Description -----</p> <p>Teachers will work side-by-side with advisors and coaches in school settings to provide real-time feedback related to standards-aligned instruction and coaching practices.</p> <p>Implementation -----</p> <p>Informal walkthroughs</p> <p>Weekly Collaborative Planning</p> <p>Weekly Data Team Meetings</p>	<p>Armond Arnold-Izone advisor, Travis McGlothian, Principal</p>	<p>04/05/2024</p>		

	<p>Effectiveness- -----</p> <p>Students will score 70% or above on quarterly formative assessments and demonstrate proficiency on state tests.</p>				
<p>[S 2.2] Professional Development Rationale -----</p> <p>Provide and support ongoing, high-quality professional development in-town and out-of-town, which may also include the district and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Supporting Data -----</p> <p>90% of teachers achieved a TEM score of 3 or higher in spring 2023.</p> <p>Benchmark Indicator Implementation -----</p> <p>Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the admin team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric at a minimum of 85% of teaching time and gauge the implementation of standard aligned instruction in order to plan professional development support.</p>	<p>[A 2.2.1] Instructional Materials and Supplies Description -----</p> <p>Secure supplies, materials, equipment, and support for classroom instruction. Materials and supplies will be provided for teachers and students to support the overall learning environment. Items will be purchased as needed and determined based on needs assessments and data reviews.</p> <p>Implementation -----</p> <p>Weekly Informal walkthroughs</p> <p>Monthly Peer Observations</p> <p>Weekly Lesson Plans</p> <p>Weekly collaborative Planning</p> <p>Weekly Data team meetings</p> <p>Effectiveness -----</p> <p>Students should score 70% or higher on weekly extended exit tickets.</p> <p>*Student achievement on quarterly Benchmarks should be at or above 70%.*</p>	<p>Paula Askew, PLC Coach</p>	<p>05/03/2024</p>		

<p>Walkthrough data will be monitored for 80% standard aligned core instructional implementation with fidelity at a minimum of 2 per teacher per semester in order to provide individualized professional learning support for teachers LOE at 2 or below and those at 3 or higher.</p> <p>Effectiveness -----</p> <p>* 80% of students will increase by 10% from the fall quarterly CFA to the spring quarterly CFA</p> <p>* 100% of teachers will implement instructional practices during weekly instructional walkthroughs.</p>					
	<p>[A 2.2.2] Increase Parental Involvement and Engagement Description -----</p> <p>Administrative staff and teachers will provide training and supplies (computer, printer, toner, paper, and pens) to parents (including to assist their children in building problem-solving skills. Administrative staff will communicate to parents the strategies and resources used in the delivery of math instruction at GHMS. Administrative staff will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures.</p> <p>Implementation -----</p> <p>Semester Parent teacher conferences</p> <p>Family Data night</p> <p>Math and Science Night</p> <p>Pastries with Parents</p>	<p>Paula Askew, PLC Coach</p>	<p>03/29/2024</p>		

	<p>Annual Title 1 Meetings</p> <p>Effectiveness -----</p> <p>Parents participation will increase from 10% in 2022-2023 to 50% in 2023-2024</p> <p>Parents participation will increase from 25% in 2022-2023 to 50% in 2023-2024</p>				
	<p>[A 2.2.3] PLC Meetings and Collaborative Planning</p> <p>Description -----</p> <p>Provide ongoing, high-quality professional development for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance</p> <p>Implementation -----</p> <p>Formal and informal walkthroughs</p> <p>Weekly Collaborative planning</p> <p>Weekly PLC Protocols</p> <p>Weekly data meetings</p> <p>Effectiveness -----</p> <p>bi-monthly faculty meetings will be held with at least 90% attendance using the sign-in sheets</p> <p>Weekly Collaborative Planning and data meetings with 100% attendance</p>	<p>Paula Askew-PLC Coach, Travis McGlothian-Principal, Natasha Gossett-Assistant Principal, Deneshia Campbell-Instructional Curriculum Coach</p>	<p>05/31/2024</p>		

	Students will increase achievement on quarterly formative assessments and TCAP by 10%.				
	<p>[A 2.2.4] Izone Support</p> <p>Description -----</p> <p>*Izone coaches will work with teachers to observe, provide feedback, co-plan, and coach as needed to increase the effectiveness of math instruction.*</p> <p>Implementation -----</p> <p>*weekly lesson plan feedback, weekly collaborative planning sessions, and School and district-level walkthroughs*</p> <p>Effectiveness -----</p> <p>*Students will increase achievements to 80% on District quarterly formative assessment and proficiency on TCAP.*</p>	Armond Arnold, Terrence Brittenum, Thomas Rodgers, (Izone Support), Paula Askew-PLC Coach, Travis McGlothian-Principal, Natasha Gossett-Assistant Principal, Deneshia Campbell-Instructional Curriculum Coach	05/17/2024		
<p>[S 2.3] Targeted Interventions and Personalized Learning</p> <p>Rationale -----</p> <p>GHMS will implement intervention measures in accordance with RTI2 to incorporate the MEALS components (Multisensory • Explicit • Aligned to Student Need • Language-Based • Systematic and Cumulative) to provide quality small group instruction and ensure that timely assistance is given to students who struggle academically. GHMS will develop and implement building procedures for fidelity monitoring to include data/usage review and classroom observations in</p>	<p>[A 2.3.1] Intervention Classes</p> <p>Description -----</p> <p>*Schedule class periods during the school day to provide remediation for at-risk students and enrichment or extra practice for students who are on track based on RTI@ data reports and trends.*</p> <p>Implementation -----</p>	Wesceta Fletcher-RTI Interventionist, Travis McGlothian-Principal, Natasha Gossett-Assistant Principal, Deneshia Campbell-Instructional Curriculum Coach,	05/10/2024		

<p>Tier I, Tier II, and Tier III.</p> <p>Supporting Data -----</p> <p>*Increased achievement in RTI2. Increase in achievement among SWD, Increase achievement from spring 2022 to spring 2023 on mastery connect CFA.*</p> <p>Benchmark Indicator Implementation -----</p> <p>Monthly progress monitoring data review of students' performance in the targeted intervention to determine the next steps of intervention support in an effort to get them to grade level and target their deficit area(s).</p> <p>Quarterly assessments using Mastery Connect (Fall, Winter, and Spring) District Common Formative Assessment</p> <p>Monthly data team meeting agendas and sign-in sheets</p> <p>Effectiveness -----</p> <p>Students will have an intervention plan outlining the next steps 100% of the time.</p> <p>Increase students' performance at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Increase in quarter grading (i.e. D to C) for</p>	<p>*Students will attend RTI daily and be progress monitored according to tier 2 or tier 3 progress monitoring guidelines.*</p> <p>Effectiveness -----</p> <p>Students will have an intervention plan outlining the next steps 100% of the time</p> <p>Increase students' performance at or above 70% on District Formative Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Increase in quarter grading (i.e. D to C) for students that participated at or above 70% mastery</p> <p>Sign-in sheets will show 100% involvement of all stake holders (teachers, interventionist, counselor, SPED teachers, etc.)</p>				
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<p>students that participated at or above 70% mastery</p> <p>Sign-in sheets will show 100% involvement of all stakeholders (teachers, interventionists, counselor, SPED teachers, etc.)</p>					
	<p>[A 2.3.2] Special Education Site Visits</p> <p>Description -----</p> <p>The Special Education Content Lead will conduct ongoing classroom visits to provide feedback and support to special education teachers as it relates to research-based based effective best practices and student work review and feedback.</p> <p>Implementation -----</p> <p>Weekly visits will be conducted using an informal observation tool and feedback will be provided to make informed instructional decisions and behavioral decisions.</p> <p>Effectiveness -----</p> <p>Students will increase performance to 70% or above on District formative assessments (Fall, winter, and spring) which align with core instructional standards for the quarter.</p>	<p>Kevin Brown, Exceptional Children's Department Chairperson</p>	<p>04/12/2024</p>		

[G 3] G 3 Georgian Hills Middle will decrease chronically absent from 20% in 2021-2022 to 18.5% by Spring 2024.

Student Support and Services | Best for All Strategic Plan alignment: Student Readiness

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

District Turnaround Plan Goal

[G 1] Priority schools will reduce chronic absenteeism rates from approximately 31% 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>[S 3.1] Attendance and Behavior Intervention Support Rationale ----- GHMS will Implement targeted interventions and support programs as well as initiatives that address chronic absenteeism and identified behavioral needs to provide appropriate student support.</p> <p>Supporting Data ----- *Decrease in chronic absenteeism every 20 days from spring of 2022 to spring of 2023.* *Decrease in suspension rate from every 20 days spring of 2022 to spring of 2023.* *Increase in Attendance every 20 days from spring of 2022 to spring of 2023.*</p> <p>Benchmark Indicator Implementation ----- Progressive Discipline system counselor referrals Behavior specialist</p>	<p>[A 3.1.1] Utilize Progressive Discipline Description ----- Utilize progressive disciplinary steps and specialized intervention supports (RTIB2) in an effort to decrease behavior referrals.</p> <p>Implementation ----- Teachers manage classroom behavior by utilizing the minor infraction form after 4 minor infractions Behavioral referrals can go to the school counselor, school social worker, or behavior specialist depending on the student's needs to avoid out-of-school suspensions. Students will work with these specialized services to improve their behavior over time.</p> <p>Effectiveness ----- Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents by a minimum of 20%.</p> <p>Monitor 20 day reports to identify students at risk of high chronic absenteeism and create a plan of action 100% for each student to reduce absenteeism by a minimum of 10%</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance.</p>	<p>Travis McGlothian-Principal, Natasha Gossett-Assistant Principal, Angela Sanders-School Counselor, Nashawna Durden-Behavior Specialist</p>	<p>05/24/2024</p>		

<p>10-day team incentives</p> <p>20-day RTIB incentives</p> <p>Effectiveness -----</p> <p>Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents by a minimum of 20%.</p> <p>Monitor 20 day reports to identify students at risk of high chronic absenteeism and create a plan of action 100% for each student to reduce absenteeism by a minimum of 10%</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance, to decrease absenteeism by 10%.</p> <p>Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs) to ensure they are receiving support 100% of the time.</p> <p>Monitor SART and SARB meeting agendas and sign in to ensure all stakeholders are participants 100% of the time.</p>					
	<p>[A 3.1.2] In-School Suspension Description -----</p> <p>Provide in-school suspension with instruction in core subjects for students who need to be removed from the regular classroom but whose behavior does not warrant out-of-school suspension.</p>	<p>Travis McGlothian-Principal, Natasha Gossett-Assistant Principal, Angela Sander-School Counselor,</p>	<p>05/24/2024</p>		

	<p>Implementation -----</p> <p>*Students will be assigned to in-school suspension on a case-by-case basis. Students will be given the opportunity to complete classroom assignments. Positive reinforcers will be put in place to help assist the student with conflict resolution.*</p> <p>Effectiveness -----</p> <p>Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents by a minimum of 20%</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance to decrease CA by 10%.</p>	<p>NaShawna Durden-Behavior Specialist</p>			
	<p>[A 3.1.3] Cougar Cash Incentive Program Description -----</p> <p>The program will provide students with opportunities to be rewarded for meeting and exceeding attendance and behavioral expectations.</p> <p>Implementation -----</p> <p>*The program will be implemented by allowing students to earn cougar cash for meeting school-wide expectations. The students will be able to purchase items from the Cougar Store with their cougar cash.*</p>	<p>Angela Sanders-School Counselor</p>	<p>05/10/2024</p>		

	<p>Effectiveness -----</p> <p>Monitor 20-day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents by a minimum of 20%.</p> <p>Monitor 20-day reports to identify students at risk of high chronic absenteeism and create a plan of action 100% for each student to reduce absenteeism by a minimum of 10%</p> <p>Monitor 20-day reports to assess the impact of suspensions on daily attendance.</p>				
	<p>[A 3.1.4] Field Learning Opportunities Description -----</p> <p>*Provide Field Learning Opportunities for students who meet the attendance and behavior expectations, such as transportation and admission to field trips.*</p> <p>Implementation -----</p> <p>*Quarterly field trips will be provided to all students who meet the attendance and behavior expectations.*</p> <p>Effectiveness -----</p> <p>Monitor 20-day reports for behavior outputs,</p>	<p>Travis McGlothian-Principal, Natasha Gossett-Assistant Principal, Angela Sanders-School Counselor, Terri Journey, Jacquator Ferguson, Jermeelah Chambers-Team Leads</p>	<p>05/24/2024</p>		

	<p>effectiveness of behavioral interventions, and supports aimed at reducing student discipline incidents by a minimum of 20%.</p> <p>Monitor monthly classroom-managed behavior via minor infractions reports by grade-level teams.</p>				
<p>[S 3.2] Professional Development Rationale -----</p> <p>Provide/allow participation in ongoing, high-quality professional development at the District and school levels for school leaders, teachers, and other instructional staff to focus on changing instructional and behavioral practices and social-emotional learning that result in improved student attendance and behavior.</p> <p>Supporting Data -----</p> <p>*Decrease in Chronic absenteeism from 20% to 17.8%*</p> <p>*Increase in attendance from 93.1% to 93.2%*</p> <p>Benchmark Indicator Implementation -----</p> <p>Monitor the number of student referrals to ISS, quarterly and/or prior/after professional development session(s) to decrease by at least 10% per grade band.</p> <p>Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD at a minimum of 85% of the time through progressive</p>	<p>[A 3.2.1] Increase Student Engagement Description -----</p> <p>Targeted professional developments will be implemented to define effective strategies for increasing student engagement and achievement.</p> <p>Implementation -----</p> <p>School administrative staff will identify and invite a cadre of highly effective teachers and presenters to deliver professional development to peers. The instructional leadership team will provide professional development on how to effectively combine the use of curriculum, technology, and teaching strategies.</p> <p>Effectiveness -----</p> <p>20-day discipline reports to monitor 10% decrease in office referrals.</p> <p>Monthly RTI2B (Discipline) meetings to monitor to ensure suspension rate decrease from fall to spring by 10%</p> <p>15% increase in quarterly mastery of Mastery</p>	<p>Travis McGlothian-Principal, Angela Sanders-Counselor, Natasha Gossett, Assistant Principal</p>	<p>04/12/2024</p>		

<p>discipline measures that impact 100% of at-risk students.</p> <p>Effectiveness -----</p> <p>20-day discipline reports will reflect 10% decrease in office referrals.</p> <p>5% decrease in 20-Day suspension rate.</p> <p>There should be a 10% increase in quarterly mastery of Mastery Connect common formative assessment data.</p>	<p>Connect common formative assessment data.</p> <p>100% of teachers implementing daily use of technology to engage students.</p>				
	<p>[A 3.2.2] Collaborative Planning</p> <p>Description -----</p> <p>*Teachers will meet weekly as a content group and/or with instructional coaches to plan lessons that include activities and tasks designed to meet a variety of student learning styles, increase student engagement, and develop critical thinking skills.*</p> <p>Implementation -----</p> <p>*Weekly collaborative planning and Data sessions with admin leads and district instructional coaches.*</p> <p>Effectiveness -----</p> <p>Student discipline and attendance report 20-day reporting cycle will be used to measure 5% decrease in CA as an impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to</p>	<p>Travis Mcglothian, Paula Askew, Natasha Gossett, Deneshia Campbell, Angela Sanders, NaShawna Durden</p>	<p>05/24/2024</p>		

	monitor the incidents of data entry errors and erroneous reporting				
<p>[S 3.3] Parent Family and Community Engagement</p> <p>Rationale -----</p> <p>*Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students. *</p> <p>Supporting Data -----</p> <p>*Decrease in Chronic absenteeism*</p> <p>*Increase in student Attendance*</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>Review student attendance reports at the end of each semester to determine the impact before and after parent meetings, conferences, and training of 50% of parent participants.</p> <p>Evidence of parent participation at or above 85% in decisions relating to the education of their children and collaboration efforts on school level topics outlined in the School Improvement Plan, School Compact and Family Engagement Plan by use of sign-in sheets.</p> <p>Conduct a semi-annual parent survey to monitor the impact on students' success by way of their contributions of resources and time measured by at</p>	<p>[A 3.3.1] Annual Title 1 Meeting</p> <p>Description -----</p> <p>*School leaders will conduct two Annual Title I Parent meetings to inform parents of state, district, and school-wide expectations and their rights as parents of a Title I school. *</p> <p>Implementation -----</p> <p>*The meetings will be divided into AM and PM meetings to attract maximum participation. School leaders will also advise parents to be watchful of additional opportunities to become involved with the school which includes the following: Attending school events. visit the classrooms and our school website, Volunteer to help Join parents' organizations, Attend Parent-Teacher Conferences, keep teachers informed of events that might affect their child's work or behavior, Participate in our School Improvement Planning meetings.*</p> <p>Effectiveness -----</p> <p>50% of the parents attend the annual meeting and become involved in the academic achievement of their student.</p>	<p>Paula Askew-PLC Coach, Deneshia Campbell-Instructional Curriculum Coach, Travis McGlothian-Principal</p>	<p>05/10/2024</p>		

<p>least 50% of responses.</p> <p>Effectiveness -----</p> <p>Review student attendance reports at the end of each semester to determine the impact before and after parent meetings, conferences, and training of 50% of parent participants.</p> <p>Evidence of parent participation at or above 85% in decisions relating to the education of their children and collaboration efforts on school level topics outlined in the School Improvement Plan, School Compact and Family Engagement Plan by use of sign-in sheets.</p> <p>Conduct a semi-annual parent survey to monitor the impact on students' success by way of their contributions of resources and time measured by at least 50% of responses.</p>					
	<p>[A 3.3.2] Parent Teacher Conferences Description -----</p> <p>*GHMS* will provide opportunities for parents to discuss academics with their child's teachers. Teachers will inform parents of their student's achievements and provide ways to help the student at home.</p> <p>Implementation -----</p> <p>*Semester parent-teacher conferences will be conducted as well as conferences requested by the teacher or parent on an as needed basis.*</p> <p>Effectiveness</p>	<p>Juronica Totten-General Office Secretary, Travis McGlothian-Principal, Paula Askew-PLC Coach, Natasha Gossett, Assistant Principal</p>	<p>04/05/2024</p>		

	----- 50% of the parents will attend the semester parent-teacher conference and become involved in their child's academic achievement.				
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