

Raleigh-Egypt High Annual Plan (2022 - 2023)

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[G 1] Reading/Language Arts

By spring 2023, Raleigh-Egypt High School will improve in ELA by increasing On-Track and Mastery from 15.2% to 25.8%.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment (yearly)

District Formative Assessment using Mastery Connect (Quarterly; 70% or higher)

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 the 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 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.</p> <p>District Walkthrough data will be monitored through</p>	<p>[A 1.1.1] Common Planning Time Inclusion teachers will have common planning time with core-content teachers. This will provide an opportunity to co-plan.</p>	<p>Quandrea Jones, Shari Jones, John Bussell, Emily Putnick, Antonio Binder, Jessica Wray</p>	<p>04/07/2023</p>		

<p>the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] PLC Meetings PLC meetings allow teachers to review data, share strategies, and reflect on instructional practices. Meetings will occur weekly and will be facilitated by the Instructional Coach to ensure objectives are appropriately aligned.</p>	<p>Quandrea Jones, Shari Jones</p>	<p>05/19/2023</p>		
	<p>[A 1.1.3] Technology Integration Teachers and students will utilize Promethean/Smart Boards, computers, and other technology to provide daily instruction, increase student engagement, and improve student achievement.</p>	<p>John Bussell, Emily Putnick, Antonio Binder, Jessica Wray</p>	<p>05/19/2023</p>		
	<p>[A 1.1.4] School-Wide Writing ELA students will learn a standard approach for completing a complex writing task using a specific step-by-step set of procedures.</p>	<p>John Bussell, Emily Putnick, Antonio Binder, Jessica Wray</p>	<p>04/07/2023</p>		
	<p>[A 1.1.5] Improve Student Achievement by Supporting Rich Learning Environments Raleigh-Egypt High School will secure supplies, materials, equipment, and resources to support academic growth and achievement in ELA.</p>	<p>Shannen Lipsey, Quandrea Jones</p>	<p>03/03/2023</p>		
<p>[S 1.2] Professional Development 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>Benchmark Indicator Daily classroom observations using the District</p>	<p>[A 1.2.1] Professional Development in Department Meetings Teachers will meet twice a month to learn an instructional practice/strategy from a lead teacher or content coach. Teachers will then have an opportunity for safe practice. Substitutes will be provided using Title I funds.</p>	<p>Quandrea Jones, John Bussell, Emily Putnick, Antonio Binder, Jessica Wray</p>	<p>04/07/2023</p>		

<p>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 in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and 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>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
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	<p>[A 1.2.2] Attend Local, State, and National Conferences Raleigh-Egypt High staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.</p>	Quandrea Jones, John Bussell, Emily Putnick, Antonio Binder, Jessica Wray	07/28/2023		
	<p>[A 1.2.3] Conduct Parent Data Meetings (Fall and Spring) Each semester, teachers and selected students will present data to the parents to ensure parents are aware of the standards and how their child is performing. Parents will also be given strategies to help their child at home to be successful in English and to improve overall achievement.</p>	Shannen Lipsey, Quandrea Jones, Shari Jones, John Bussell, Emily Putnick, Antonio Binder, Jessica Wray	04/07/2023		
<p>[S 1.3] Targeted Intervention 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>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 (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students</p>	<p>[A 1.3.1] Strategic Planning Once a year, students will be strategically placed in intervention classes based on data from BrightBytes and placement from inclusion teachers' data points from the 2021-22 school year. This will ensure that all students are receiving the necessary supports that will allow them to grow academically.</p>	Jamie Green, Randi Kersey, DeJuan Parker, Clarica Kitchens	08/05/2022		

enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					
	[A 1.3.2] Implement Extended Learning Tutoring Program Raleigh-Egypt High School will provide an after-school and Saturday Extended Learning Tutoring Program. This program will help improve student achievement in all content areas, as well as the ACT.	Shannen Lipsey, Quandrea Jones, John Bussell, Emily Putnick, Antonio Binder, Jessica Wray	04/07/2023		
	[A 1.3.3] Implement RTI for Struggling Students Throughout the school year, RTI ELA Teachers will utilize Illuminate/FastBridge to provide instruction to Tier 2 and Tier 3 students based on the outline provided by the District Implementation Guide (DIG). These supports are intended to close the instructional gaps and to help students be more successful on grade level.	John Bussell, Emily Putnick, Antonio Binder, Jessica Wray, DeJuan Parker, Clarica Kitchens	05/12/2023		

[G 2] Mathematics

By spring 2023, Raleigh-Egypt High School will improve in Math by increasing On-Track and Mastery from 5.0% to 16.9%.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment (Yearly)

District Formative Assessment using Mastery Connect (Quarterly; 70% or higher)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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	[A 2.1.1] Common Planning Time Inclusion teachers will have common planning time with core-content teachers. This will provide an opportunity to co-plan.	Shannen Lipsey, Reaghan Doughan, Elizabeth Butner, Elaine Harris,	04/07/2023		

<p>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 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.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>		Earnestine Brown			
	<p>[A 2.1.2] PLC Meetings PLC meetings will allow teachers to review data, share strategies, and reflect on instructional practices. Meetings will occur weekly and will be facilitated by the PLC Coach to ensure objectives are appropriately aligned.</p>	Shannen Lipsey, Reagan Doughan, Emily Putnick, Elaine Harris, Earnestine Brown	05/19/2023		
	<p>[A 2.1.3] Technology Integration Teachers and students will utilize Promethean/Smart Boards, computers, and other technology to provide daily instruction, increase</p>	Reagan Doughan, Elizabeth Butner, Elaine Harris,	05/19/2023		

	student engagement, and improve student achievement.	Earnestine Brown			
	<p>[A 2.1.4] Improve Student Achievement and Growth by Supporting Rich Learning Environments</p> <p>Raleigh-Egypt High will secure supplies, materials, equipment and resources to support academic growth and achievement in ELA.</p>	Shannen, Quandrea Jones	03/03/2023		
<p>[S 2.2] Professional Development</p> <p>Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator</p> <p>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 in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and 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>[A 2.2.1] Professional Development in Department Meetings</p> <p>Teachers will meet twice a month to learn an instructional practice/strategy from a lead teacher or content coach. Teachers will then have an opportunity for safe practice. Substitutes will be provided using Title I funds.</p>	Shannen Lipsey, Reaghan Doughan, Elizabeth Butner, Elaine Harris, Earnestine Brown	04/07/2023		

<p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 2.2.2] Attend Local, State, and National Conferences Raleigh-Egypt High staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.</p>	<p>Shannen Lipsey, Reaghan Doughan, Elizabeth Butner, Elaine Harris, Earnestine Brown</p>	<p>07/28/2023</p>		
	<p>[A 2.2.3] Conduct Parent Data Meetings (Fall and Spring) Each semester, teachers and selected students will present data to the parents to ensure parents are aware of the standards and how their child is performing. Parents will also be given strategies to help their child at home to be successful in Mathematics and to improve overall achievement.</p>	<p>Shannen Lipsey, Quandrea Jones, Shari Jones, Reaghan Doughan, Elizabeth Butner, Elaine Harris, Earnestine Brown</p>	<p>04/07/2023</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 (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 2.3.1] Strategic Planning Once a year, students will be strategically placed in intervention classes based on data from BrightBytes and placement from inclusion teachers' data points from the 2021-22 school year. This will ensure that all students are receiving the necessary supports that will allow them to grow academically.</p>	<p>Jamie Green, Randi Kersey, DeJuan Parker, Clarica Kitchens</p>	<p>08/05/2022</p>		
	<p>[A 2.3.2] Implement Extended Learning Program Raleigh-Egypt High will offer an after-school and Saturday Extended Learning Tutoring Program. This program will help improve student achievement in all content areas, as well as the ACT.</p>	<p>Shannen Lipsey, Quandrea Jones, Reaghan Doughan, Elizabeth Butner, Elaine Harris, Earnestine Brown</p>	<p>04/07/2023</p>		

	<p>[A 2.3.3] Implement RTI for Struggling Students Throughout the school year, RTI Math Teachers will utilize Illuminate/FastBridge to provide instruction to Tier 2 and Tier 3 students based on the outline provided by the District Implementation Guide (DIG). These supports are intended to close the instructional gaps and to help students be more successful on grade level.</p>	Reaghan Doughan, Elizabeth Butner, Elaine Harris, Earnestine Brown, Randi Kersey	05/12/2023		
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[G 3] College and Career Readiness

By spring 2023, Raleigh-Egypt will increase the percentage of ready graduates according to ACT scores, EPSOs, industry certifications, ASVAB scores, and the graduation rate from 22.8% to 25.0%.

By spring 2023, Raleigh-Egypt will increase the graduation rate from 81.0% to 85.0%.

*accountability lag year

Performance Measure

Performance effectiveness will be measure by the following:

- * Early Post Secondary Opportunities being offered
- * ACT composite score (21 or higher)
- * Earnings of Industry Certifications
- * ASVAB Scores
- * Graduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation 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>Benchmark Indicator Quarterly review of student's report card data to monitor success rates in ACT supported courses.</p> <p>Quarterly** **attendance roster reviews of ACT</p>	<p>[A 3.1.1] ACT Readiness Sessions Raleigh-Egypt will provide ACT readiness sessions throughout the school year. The sessions will focus on test-taking strategies and mastery of competencies needed for ACT success.</p>	Earnestine Brown, Elizabeth Butner, Antonio Binder, Jessica Wray, Edna Owens	03/10/2023		

workshops will demonstrate student exposure and opportunity for skill building for test mastery.					
	<p>[A 3.1.2] ACT Prep Courses Throughout the school year, Raleigh Egypt High School will provide ACT Prep Courses embedded into the Master Schedule. Students will focus on test preparation via various ACT resources.</p>	Eanrestine Brown, Elizabeth Butner, Antonio Binder, Jessica Wray, Edna Owens	05/26/2023		
	<p>[A 3.1.3] Mock ACT Test Juniors and Seniors will participate in a Mock ACT assessment which will provide a simulated ACT composite score and a detailed analysis of student results.</p>	Earnestine Brown, Elizabeth Butner, Antonio Binder, Jessica Wray, Edna Owens	03/10/2023		
<p>[S 3.2] Early Post-Secondary Opportunities 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>Benchmark Indicator Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year.</p> <p>Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.</p>	<p>[A 3.2.1] Host a College and Career Fair Raleigh Egypt High School will host a College and Career Fair each semester in order to allow students the opportunity to speak with school and career representatives in order to obtain resources and make informed decisions about college and career choices.</p>	Melinda Stubbs, Tara Gordon, Chrystal Grandberry,	04/21/2023		
	<p>[A 3.2.2] Advanced Placement (AP), Dual-Enrollment (DE), and Dual-Credit (DC)</p>	Jamie Green	08/31/2022		

	<p>Courses Raleigh-Egypt High will include AP, DE, and DC courses into the master schedule. This will allow all students more opportunities to participate in these courses and become more college ready.</p>				
	<p>[A 3.2.3] Pre-Advanced Placement Courses Raleigh-Egypt High will off Pre-AP courses to our underclassmen to better prepare them for success in AP courses.</p>	Jamie Green	08/31/2022		
	<p>[A 3.2.4] College and Career Prep Students will participate in programs (i.e. ACT Prep, FAFSA support) with community partners and organizations.</p>	Melinda Stubbs, Chrystal Grandberry, Shannen Lipsey	03/24/2023		
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator Semester review of student career interest inventories to gauge and support high school course planning.</p> <p>Quarterly monitor enrollment and course selection for 8th and 9th grade students in CTE courses that will support the CTE redesign by evaluating student investment via attendance, course selection, and grades in redesign efforts.</p> <p>Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades.</p> <p>Analyze semester transcripts for Pathways to</p>	<p>[A 3.3.1] Career and College Exploration In an effort to provide students with various opportunities to develop their interest in college and career opportunities. Raleigh Egypt High School will host a Career / College Exploration Day each semester. Students will have the opportunity to meet with local companies as well as colleges in order to gain knowledge and make informed decisions about college and career choices.</p>	Melinda Stubbs, Chrystal Grandberry, Quandrea Jones	03/24/2023		

<p>support the program of study and maintain alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program.</p>					
	<p>[A 3.3.2] CTE Courses Raleigh-Egypt High students will be provided an opportunity to enroll in CTE courses that will help them begin their studies within their career interests.</p>	<p>Jamie Green, Melinda Stubbs, Tara Gordon, Chrystal Grandberry</p>	<p>08/31/2022</p>		
	<p>[A 3.3.3] College Fair Raleigh-Egypt High will offer college fair opportunities (in-person and virtual) that will allow students an opportunity to meet with potential college and universities.</p>	<p>Melinda Stubbs, Chrystal Grandberry, Quandrea Jones</p>	<p>04/21/2023</p>		
<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings;</p> <p>Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students;</p> <p>Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.</p>	<p>[A 3.4.1] Freshman Academy Freshman Academy will promote community building among freshmen students and their teachers. This will include orientation evens to acclimate students to high school.</p>	<p>Tara Gordon, Emily Putnick, Reaghan Doughan, Chandra Bonds, LaPhonda Sims</p>	<p>05/26/2023</p>		

	[A 3.4.2] Middle School Visits Eight-grade students from feeder middle schools will visit the high school to learn about available programs and opportunities (Fine Arts, Athletics, student organizations and clubs, advanced and preparatory courses).	Tara Gordon, Emily Putnick, Reaghan Doughan, Chandra Bonds, LaPhonda Sims	03/03/2023		
	[A 3.4.3] Grade-Level Orientation Raleigh-Egypt High will offer grade-level orientation to allow students and families opportunities to receive relevant information for that specific grade level.	Shari Jones, Jamie Green, David Taylor, Tara Gordon, Emily Putnick, Reaghan Doughan, Chandra Bonds, LaPhonda Sims	02/24/2023		
	[A 3.4.4] Organization Tools Raleigh-Egypt High will provide tools (planners, agenda books, informational texts) that will help students organize their high school experience.	Shannen Lipsey	11/04/2022		

[G 4] Safe and Healthy Students

By spring 2023, Raleigh-Egypt High School will decrease the chronic absenteeism rate from 37.0% to 27.0%.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified	[A 4.1.1] RTI2-B Team The team will develop a plan to address behavior, expulsions, suspensions, and chronic absenteeism. The RTI2-B team will meet weekly to closely	David Taylor	05/26/2023		

<p>behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</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 improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>	<p>monitor attendance by grade band and provide incentives for every 20-day period to those grade bands with the highest attendance rate. The RTI-B2 lead will present the PBIS report every 20 days to inform the staff of the school's status as it relates to attendance and discipline and devise a school-wide plan to improve in those areas. The team will be led by the Assistant Principal and will include the administrative staff, teachers, behavioral professionals, and support staff. The PBIS plan is intended to implement proactive strategies for defining, teaching, and supporting appropriate student behaviors.</p>				
	<p>[A 4.1.2] Social Emotional Learning Training Raleigh-Egypt High staff will participate in SEL training in order to better support all students.</p> <p>Raleigh-Egypt High students will participate in SEL learning activities in order to learn crucial life skills, such as understanding themselves better, developing a more positive self-image, forging healthy relationships, and taking accountability for their own actions.</p>	<p>David Taylor, Tara Gordon</p>	<p>05/26/2023</p>		
	<p>[A 4.1.3] Communication School Messenger will be utilized to communicate with parents when the student reaches the 3rd absence. Teachers will communicate with students to determine the why behind excessive absences and if necessary make referrals to the counselor.</p>	<p>David Taylor</p>	<p>05/26/2023</p>		

	SART and SARB meetings will be held with parents and district officials.				
<p>[S 4.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>	<p>[A 4.2.1] Conduct Parent Training Quarterly meetings will be held with both students and parents regarding the school's graduation rate, whether students are on track for graduation, and the opportunities made available to ensure students are on-track to graduate or to get back on track to graduate on time.</p>	Tara Gordon, Melinda Stubbs, Chrystal Grandberry, Shannen Lipsey, Quandrea Jones	04/07/2023		
	<p>[A 4.2.2] Conduct Annual Title I Parent Meeting Yearly, a Title I parent meeting is held at the school. This meeting is intended to inform about our Title I status and Federal Programs information concerning parents' rights. We discuss our data and our goals, and parents are encouraged to volunteer with the school and to be more involved in their child's education.</p>	Shannen Lipsey, Shari Meeks, Jamie Green, David Taylor, Quandrea Jones	09/23/2022		
	<p>[A 4.2.3] Conduct Parent Data Meeting Quarterly, teachers and select students will present data to parents to ensure they know how their child and school is performing academically. The meetings will also serve as a way to demonstrate to parents how they can assist their child at home and to ensure achievement. Title I funds will be used to purchase supplies for this meeting.</p>	Shannen Lipsey, Quandrea Jones, Shari Meeks, Jamie Green, David Taylor	04/07/2023		
<p>[S 4.3] Parent, Family, and Community Engagement</p>	<p>[A 4.3.1] Implement Parent and Community Center</p>	Shannen Lipsey,	05/26/2023		

<p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</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>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</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>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>Raleigh-Egypt has an area designated for parents and the community that will be available throughout the school year. The parent center will be equipped with technology to assist parents with students' information such as registration, job search, and other important information. The community center will allow for networking events to assist parents, families and students with community resources and provide special events to support the growth and development of parents, families, and the community. Title I funds will be used to support this initiative.</p>	<p>Quandrea Jones, Melinda Stubbs, Tara Gordon, Chrystal Grandberry</p>			
	<p>[A 4.3.2] Professional Development for Parents Provide workshops, supplies, materials, and other training opportunities using a variety of delivery systems to support parents in understanding the importance of daily school attendance, as well as the opportunities available for high school graduates.</p>	<p>Shannen Lipsey, Quandrea Jones</p>	<p>04/07/2023</p>		
	<p>[A 4.3.3] Open House Raleigh-Egypt High School will hold an open house in which parents will have the opportunity to meet their child's teachers as well as understand the expectations (academically and behaviorally) for the school year.</p>	<p>Shannen Lipsey, Quandrea Jones, Shari Jones, Jamie Green, David Taylor</p>	<p>10/28/2022</p>		