

Georgian Hills Elementary Annual Plan (2023 - 2024)

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[G 1] Georgian Hills Elementary School will increase ELA meeting or exceeding expectations proficiency rates in grades 3-5 to 17% 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 Rationale ----- All students deserve to be taught grade-level standards aligned curriculum with aligned work tasks that allow them to fully engage in the work of the standard. The proper use of technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.</p> <p>Supporting Data ----- [(https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSectionfd0763cae9ad0065c242&pbi_source=copyvisualimage)](Op</p>	<p>[A 1.1.1] Implementing Small Group Instruction Description ----- Georgian Hills Elementary School will provide daily small group instruction. Teachers will identify flexible grouping. Flexible grouping allows students to be organized intentionally and fluidly for varied learning experiences. Groups will temporarily work together for them to receive support in identified deficits.</p> <p>Implementation ----- Teachers will monitor and record the growth of students in small groups bi-weekly.</p> <p>Effectiveness. ----- During monthly data meetings, 15% of all students will progress to the next level.</p>	Principal Derrick McIntosh, Regina Tucker PLC coach, and Hannah Buckley Instructional Facilitator	04/15/2024		

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BI](https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSectionfd0763cae9ad0065c242&pbi_source=copyvisualimage)

Student Assessment

Students that Met Expectations increased from 5.5% in the fall to 9.3% in the spring.

Students that Exceeded Expectations increased from 1.1% in the fall to 11.5% in the spring.

Benchmark Indicator
Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency?

Bi-Weekly informal observations and feedback sessions

Monthly professional learning opportunities for all teachers

Quarterly Common Formative Assessments with mastery of 70% or 5% increase from each window.

<p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Bi-weekly observations will be at 3 or greater for all teachers by December 2022 (specifically after attending a professional learning session)</p> <p>Attendance rate will be at or above 85% for monthly PL opportunities</p> <p>Student CFA and quarterly reports will be at or above 70% in all content areas.</p>					
	<p>[A 1.1.2] Analyze Data Description -----</p> <p>Administration team will meet with teachers twice weekly to plan and practice lessons for students.</p> <p>Implementation -----</p>	<p>Derrick McIntosh-Principal, Regina Tucker-PLC Coach, Hannah Buckley-Instructional Facilitator, Taylor, Bolden, Black, Boyce, Nunnally,</p>	<p>05/20/2024</p>		

	<p>Weekly walkthroughs will determine if planning is being implemented.</p> <p>Effectiveness -----</p> <p>Bi-weekly student growth and achievement of 80% proficiency determined by assessments.</p>	<p>Mark, T. Davis, A. Davis, Jones, Arnhart, and Algee</p>			
<p>[S 1.2] Professional Development Rationale -----</p> <p>Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Supporting Data -----</p> <p>.[Open in Power BI](https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSectionfd0763cae9ad0065c242&pbi_source=copyvisualimage)</p> <p>Student Assessment</p> <p>Students that Met Expectations increased from 5.5% in the fall to 9.3% in the spring.</p> <p>Students that Exceeded Expectations increased from 1.1% in the fall to 11.5% in the spring.</p>	<p>[A 1.2.1] High Quality Continuous Professional Development Description -----</p> <p>Teachers and staff will participate in ongoing, research-based professional development. Weekly PLCs will be dedicated to cultivating the overall capacity of our teachers by digging into data, discussing teaching strategies, engaging in deliberate practice, and examining student work. Additionally, vertical planning will occur monthly to address students' data, assessment, and instructional strategies. Funding will also be utilized to make copies of data. Title I funds will also be needed for providing substitutes so that teachers may attend vertical team planning and professional development opportunities offered during school hours. Title I funds will be utilized to accommodate travel expenses for potential out of town professional learning opportunities and in-house delivery of PD. Title 1 funds will be used to pay teachers for Professional Development to be delivered on Saturday.</p> <p>Implementation -----</p> <p>Professional Development will be offered at various times throughout the year.</p>	<p>Derrick McIntosh, Principal - Regina Tucker, PLC - Hanna Buckley, Instructional Faculator</p>	<p>04/30/2024</p>		

<p>Benchmark Indicator Implementation -----</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 through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms 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>Effectiveness -----</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>Effectiveness -----</p> <p>Bi-weekly classroom visits and observations with a goal of level 3 will determine the effectiveness of Professional Development.</p>				
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<p>Monthly training sessions for volunteers and parents with 50% participation.</p> <p>At least 80% of our teachers will attend professional learning supports that are offered by the district at various times throughout each semester.</p>					
	<p>[A 1.2.2] Analyze the Data Description ----- Teachers will use data collected to determine gaps and next steps for students.</p> <p>Implementation ----- Teacher will participate in monthly data meetings to determine the needs of students.</p> <p>Effectiveness ----- Student achievement will be evident in grades at or above 80% and monitored each four and a half weeks.</p>	<p>Derrick McIntosh-Principal, Regina Tucker-PLC coach, Hannah Buckley-Instructional Facilitator</p>	<p>05/20/2024</p>		
<p>[S 1.3] Targeted Intervention and Personalize Learning Rationale ----- Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data</p>	<p>[A 1.3.1] Response to Intervention Description ----- Teacher, education assistants, and support staff will also provide tiered interventions to students in Tiers II and III. Students will be arranged in small groups according to instructional level and skill deficits. Resources include i-Ready and animswebPLUS Title I funds will help supplement resources such as laptops, manipulates, and flashcards to support intervention instruction. EL students will receive language support during schedule RTI2.</p>	<p>Derrick McIntosh-Principal, Regina Tucker-PLC Coach, Hannah Buckley-Instructional Facilitator</p>	<p>03/29/2024</p>		

<p>-----</p> <p>[[https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSectionfd0763cae9ad0065c242&pbi_source=copyvisualimage)](Open in Power BI)](https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSectionfd0763cae9ad0065c242&pbi_source=copyvisualimage)</p> <p>Student Assessment</p> <p>Students that Met Expectations increased from 5.5% in the fall to 9.3% in the spring.</p> <p>Students that Exceeded Expectations increased from 1.1% in the fall to 11.5% in the spring.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</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 (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>Implementation</p> <p>-----</p> <p>Weekly Before/After tutoring and monthly Saturday school to increase student achievement to at or above 70%.</p> <p>Effectiveness</p> <p>-----</p> <p>Monthly data meeting will determine the effectiveness of RTI by at least 15% growth.</p>				
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<p>Effectiveness -----</p> <p>Weekly review of grade with a goal of at or above 80%, 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>					
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[G 2] In Math, Georgian Hills Elementary will improve meeting or exceeding expectation percentages in grades 3-5 to 8% 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 2.1] Support implementation of standards aligned curricula Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.</p> <p>All students deserve great first instruction. Administration team will meet twice weekly to plan and assist with the creation of lesson plans that provide a quality instruction to fully engage students in the work of the standard.</p>	<p>[A 2.1.1] Extended Learning Description -----</p> <p>Staff at Georgian Hills Elementary will provide before, after and Saturday school tutoring for students.</p> <p>Implementation -----</p> <p>Staff will pull small groups for targeted instruction before, after and on designated Saturday.</p>	<p>Derrick McIntosh-Principal, Regina Tucker-PLC Coach, and Hannah Buckley-Instructional Facilitator</p>	<p>05/17/2024</p>		

<p>Supporting Data -----</p> <p>[[https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSectionfd0763cae9ad0065c242&pbi_source=copyvisualimage][Open in Power BI][https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSectionfd0763cae9ad0065c242&pbi_source=copyvisualimage)]</p> <p>Student Assessment</p> <p>Students that Met Expectations increased from 1.1% in the fall to 7.7% in the spring.</p> <p>Students that Exceeded Expectations increased from 4.4% in the fall to 7.7% in the spring.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?</p> <p>Weekly classroom walk-throughs</p> <p>Weekly PLCs review of student work and assessments</p> <p>Quarterly review of student grades</p>	<p>Effectiveness -----</p> <p>Student progress will be monitored on a biweekly basis for at least 70% passing rate to determine next steps.</p>				
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<p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?</p> <p>Quarterly Common Formative Assessments meeting benchmarks on target or at least within a 5% range</p> <p>Students passing rate will be at or above 85% of student body per nine weeks grading periods.</p> <p>Teachers will display good first teaching at or above 90% implementation of the standard align instruction daily.</p>					
	<p>[A 2.1.2] Weekly Planning Meeting Description -----</p> <p>Teachers will meet twice weekly with the administration team to discuss planning.</p> <p>Implementation -----</p> <p>Weekly checks of lesson plans will indicate the level of planning and the needs for adjustments.</p>	<p>Derrick McIntosh-Principal, Regina Tucker- PLC Coach, Hannah Buckley-Instructional Facilitator</p>	<p>05/17/2024</p>		

	<p>Effectiveness -----</p> <p>Student achievement will serve as a measure of tight planning as reviewed bi-weekly for a 70% passing rate.</p>				
<p>[S 2.2] Professional Development Rationale -----</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>Supporting Data -----</p> <p>[(https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSectionfd0763cae9ad0065c242&pbi_source=copyvisualimage)](Open in Power BI)[(https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSectionfd0763cae9ad0065c242&pbi_source=copyvisualimage)]</p>	<p>[A 2.2.1] Professional Development Description -----</p> <p>Teachers will be provided learning opportunities to include classroom management and engagement.</p> <p>Implementation -----</p> <p>Teachers will be assigned to professional development monthly to increase student engagement and better classroom management. The results will be to have one or no classroom disruptions.</p> <p>Effectiveness -----</p> <p>Effectiveness will be monitored using the district walk through tool bi-weekly with walk throughs and classroom visits to increase teacher ratings to level 3.</p>	Principal McIntosh, Regina Tucker-PLC coach, Hanna Buckley-Instructional Facilitator	05/10/2024		

<p>Student Assessment</p> <p>Students that Met Expectations increased from 1.1% in the fall to 7.7% in the spring.</p> <p>Students that Exceeded Expectations increased from 4.4% in the fall to 7.7% in the spring.</p> <p>Benchmark Indicator Implementation -----</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>Effectiveness -----</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 walkthroughs.</p> <p>At least 80% of our teachers will attend professional learning supports that are offered by the district at various times throughout each semester.</p> <p>New teacher professional learning supports are offered at various times throughout each semester.</p>					
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<p>The goal for teachers is to become proficient and reach a level 3.</p>					
	<p>[A 2.2.2] Analyze Data Description ----- Teachers will use data collected to determine gaps and next steps for students.</p> <p>Implementation ----- Teacher will participate in monthly data meetings to determine the needs of students.</p> <p>Effectiveness ----- Student achievement will be evident in grades at or above 70% and monitored each four and a half weeks.</p>	<p>Derrick McIntosh-Principal, Regina Tucker-PLC Coach, Hannah Buckley-Instructional Facilitator</p>	<p>05/31/2024</p>		
<p>[S 2.3] Targeted Intervention and Personalized Learning Rationale ----- Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data ----- [https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-</p>	<p>[A 2.3.1] Response to Intervention Description ----- Teachers, educational assistants, and support staff will also provide tiered interventions to students in Tiers II and III. Students will be arranged in small groups according to instructional level and skill deficits. Resources include i-Ready and aimswebPLUS. Title I funds will help supplement resources such as laptops, manipulatives, and flashcards to support intervention instruction.</p> <p>Implementation ----- Georgian Hills Elementary will provide extended</p>	<p>Principal McIntosh, Hanna Buckley-Instructional Facilitator, Regina Tucker-PLC coach</p>	<p>03/22/2024</p>		

<p>4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSectionfd0763cae9ad0065c242&pbi_source=copyvisualimage)[Open in Power BI](https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSectionfd0763cae9ad0065c242&pbi_source=copyvisualimage)</p> <p>Student Assessment</p> <p>Students that Met Expectations increased from 1.1% in the fall to 7.7% in the spring.</p> <p>Students that Exceeded Expectations increased from 4.4% in the fall to 7.7% in the spring.</p> <p>Benchmark Indicator Implementation -----</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Effectiveness -----</p> <p>Weekly review of grade with a goal of at or above 80%, 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>learning opportunities for 45 minutes daily.</p> <p>Effectiveness -----</p> <p>Students will be progressed monitored and data will be housed in Amisweb to be reviewed monthly to determine at least 15% of students are moving levels. .</p>				
	<p>[A 2.3.2] Extended Learning Description -----</p>	<p>Derrick McIntosh-Principal, Regina</p>	<p>05/31/2024</p>		

	<p>Georgian Hills will provide extended learning opportunities including before, after and Saturday school.</p> <p>Implementation -----</p> <p>Staff at Georgian Hills will provide opportunities for students to get extra instruction before, after and Saturday school.</p> <p>Effectiveness -----</p> <p>Staff will monitor student progress on a biweekly basis for student growth of at least 85%.</p>	<p>Tucker-PLC Coach, Hannah Buckley- Instructional Facilitator</p>			
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[G 3] Georgian Hills Elementary will decrease the chronic absence rate from 63.1% in 2023 to 45% in 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] Provide opportunities to meaningfully engage families to support their child's learning Rationale -----</p>	<p>[A 3.1.1] Family Engagement Description -----</p>	<p>Principal McIntosh, Regina Tucker-PLC</p>	<p>05/31/2024</p>		

<p>Support students in overcoming barriers related to student attendance. Although we do not have data from the 21-22 school year, we do have data thus far this year to indicate we are trending in the right direction. The overall truancy rate has gone from 80.7% to now 21.5%. That is a decrease of 59.20%.</p> <p>Supporting Data -----</p> <p>[[https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=072e105a-4343-42d4-9919-28edf1511e0e&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSection1be1b7fb592b15001559&pbi_source=copyvisualimage]] Open in Power BI [[https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=072e105a-4343-42d4-9919-28edf1511e0e&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSection1be1b7fb592b15001559&pbi_source=copyvisualimage]]</p> <p>Student Attendance</p> <p>The chronic absenteeism rate was predicted to be at a much higher rate than it actually is showing. We are making strides to decrease this rate.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?</p>	<p>Georgian Hills Elementary will provide parents with the opportunity to find ways to help engage students at home and encourage student attendance.</p> <p>Implementation -----</p> <p>Parent engagement opportunities will be held monthly.</p> <p>Effectiveness -----</p> <p>Attendance will be monitored weekly to increase to at least 95% in all grade levels.</p>	<p>coach, Hanna Buckley-Instructional Facilitator, Payne-Attendance Coordinator, Johnson-School Counselor</p>			
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<p>Georgian Hills Elementary School will have at least two opportunities in the fall and two in the spring for family engagement.</p> <p>20-day attendance reporting data will be reviewed by attendance team</p> <p>Weekly review of at-risk student attendance data for trends and needed intervention opportunities by SART members.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?</p> <p>Progressive attendance measures will increase by at least 10% per quarter.</p> <p>Student attendance will maintain and/or improve each week by at least 5%</p>					
	<p>[A 3.1.2] Incevtives Description -----</p> <p>Students will good attendance will be celebrated the third week of each month.</p> <p>Implementation -----</p> <p>Attendance will be monitored per district recording website. Students with perfect attendance (or one excused absence) will be invited to the celebrations</p>	<p>Derrick McIntosh, Principal and Demetria Johnson, School Counselor</p>	<p>05/17/2024</p>		

	<p>to be held bi-weekly.</p> <p>Effectiveness -----</p> <p>Attendance will be monitored daily and celebrated monthly for students with less than 2 absences.</p>				
<p>[S 3.2] Professional Development Rationale -----</p> <p>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>Supporting Data -----</p> <p>[](https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=072e105a-4343-42d4-9919-28edf1511e0e&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSection1be1b7fb592b15001559&pbi_source=copyvisualimage)[Open in Power BI](https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=072e105a-4343-42d4-9919-28edf1511e0e&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSection1be1b7fb592b15001559&pbi_source=copyvisualimage)</p>	<p>[A 3.2.1] Professional Development Description -----</p> <p>Staff at Georgian Hills Elementary will provide professional development to families to assist with absenteeism.</p> <p>Implementation -----</p> <p>Monthly opportunities will be provided to families to engage students and parents to assist with absenteeism.</p> <p>Effectiveness -----</p> <p>Attendance will be monitored weekly to reach at goal of at least 95% for all grade levels.</p>	<p>Principal McIntosh, Regina Tucker-PLC coach, Hanna Buckley-Instructional Facilitator-Ms. Payne Attendance Coordinator, Johnson-School Counselor</p>	<p>05/31/2024</p>		

<p>Student Attendance</p> <p>The chronic absenteeism rate was predicted to be at a much higher rate than it actually is showing. We are making strides to decrease this rate.</p> <p>Benchmark Indicator Implementation -----</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>Effectiveness -----</p> <p>Quarterly Reports will be shared district-wide to monitor attendance increases to at least 95%.</p>					
<p>[S 3.3] Support students in overcoming barriers related to student attendance</p> <p>Rationale -----</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>The current Truancy-SART is 19.9%. This is down from 23.8%. We are trending in the right direction.</p> <p>Supporting Data -----</p> <p>https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-</p>	<p>[A 3.3.1] Parent and Family Engagement</p> <p>Description -----</p> <p>Monthly family engagement meeting will be held to encourage attendance and parental involvement.</p> <p>Implementation -----</p> <p>Meetings will be held monthly.</p> <p>Effectiveness -----</p> <p>Attendance will be monitored weekly for at least 95% in all grade levels.</p>	<p>Principal McIntosh, Regina Tucker-PLC coach, Hanna Buckley-Instructional Facilitator, Ms. Payne-Attendance Coordinator, Johnson-School Counselor</p>	<p>05/31/2024</p>		

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Student Attendance

The chronic absenteeism rate was predicted to be at a much higher rate than it actually is showing. We are making strides to decrease this rate.

Benchmark Indicator
Implementation

Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.

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.

Effectiveness

Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through

monthly parent survey to increase attendance to 95% on all grade levels.					
	<p>[A 3.3.2] Parent Contact Description -----</p> <p>Attendance Clerk will closely monitor student attendance for all students and more specifically students with chronic absenteeism.</p> <p>Implementation -----</p> <p>Attendance clerk will monitor attendance daily to look for trends in absent students.</p> <p>Effectiveness -----</p> <p>Attendance is monitored daily. When students miss more than one day the clerk will contact a parent. Parents of students that develop a pattern of missing days will also be contact to assist in getting students to school to reach a goal of at least 95% attendance in all grade levels.</p>	Derrick McIntosh, Principal and Sharunda Payne, Attendance Clerk	05/31/2024		

[G 4] Georgian Hills Elementary will increase reading proficiency rate of K-2 students from 61.9% in 2023 to 65% 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 4.1] Provide additional support for students who are failing to make academic progress</p> <p>Rationale -----</p> <p>Support implementation of standards aligned curricula.</p> <p>Supporting Data -----</p> <p>[(https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSection949d8dd1b3e007a0c271&pbi_source=copyvisualimage)The median score for kindergarteners increased from 336 in the fall to 378 in the spring.</p> <p>The median score for first graders increased from 358 in the fall to 378 in the spring.</p> <p>The median score for second graders increased from 389 in the fall to 479 in the spring.</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be</p>	<p>[A 4.1.1] Support for Failing Studnets</p> <p>Description -----</p> <p>Staff will provide extra support for failing students in the form of tutoring; before, after and Saturday school.</p> <p>Implementation -----</p> <p>Georgian Hills Elementary School staff will provide intensive instruction before, after and Saturday.</p> <p>Effectiveness -----</p> <p>Administration and staff will look at data biweekly to determine next steps for students with an average below 70%.</p>	<p>Principal McIntosh, Regina Tucker-PLC coach, Hanna Buckley-Instructional Facilitator</p>	<p>05/17/2024</p>		

<p>monitored for implementation, including frequency.?</p> <p>Bi-Weekly informal observations and feedback sessions</p> <p>Monthly professional learning opportunities for all teachers</p> <p>Quarterly Common Formative Assessments with mastery of 70% or 5% increase from each window.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?</p> <p>Bi-weekly observations will be at 3 or greater for all teachers by December 2022 (specifically after attending a professional learning session)</p> <p>Attendance rate will be at or above 85% for monthly PL opportunities.</p> <p>Student CFA and quarterly reports will be at or above 70% in all content areas.</p>					
	<p>[A 4.1.2] RTI data Description -----</p> <p>RTI data will be monitored to determine the intervention levels of students.</p> <p>Implementation</p>	<p>Derrick McIntosh - Principal, Hannah Buckley - Instructional Facilitator, Regina Tucker- PLC coach</p>	<p>05/10/2024</p>		

	<p>-----</p> <p>Grades K- 5 have 45 minutes daily set aside for intervention.</p> <p>Effectiveness</p> <p>-----</p> <p>Progress of students will be discussed monthly to determine movement of students that reach district provided cut levels (per aimsweb).</p>				
<p>[S 4.2] Professional Learning Rationale</p> <p>-----</p> <p>Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Supporting Data</p> <p>-----</p> <p>[(https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSection949d8dd1b3e007a0c271&pbi_source=copyvisualimage)</p> <p>The median score for kindergarteners increased from 336 in the fall to 378 in the spring.</p> <p>The median score for first graders increased from</p>	<p>[A 4.2.1] Professional Learning Description</p> <p>-----</p> <p>Staff at Georgian Hills Elementary school will be provided with Professional Development to help facilitate the learning of ways to provide targeted instruction to remediate the learning loss of students.</p> <p>Implementation</p> <p>-----</p> <p>Staff at Georgian Hills will be provided with Professional Development at least once a month.</p> <p>Effectiveness</p> <p>-----</p> <p>Effectiveness will be measured weekly with student progress at or above 70%.</p>	<p>Principal McIntosh, Regina Tucker-PLC coach and Hanna Buckley-Instructional Facilitator</p>	<p>05/31/2024</p>		

358 in the fall to 378 in the spring.

The median score for second graders increased from 389 in the fall to 479 in the spring.

Benchmark Indicator

Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency?

Teachers will attend PD sessions at 85% or greater participation rate each month.

School leaders will monitor implementation of learned strategies during weekly classroom observations/walk-throughs.

Effectiveness

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?

<p>TEM observation scores will reflect a level of 3 or higher as observed three times yearly.</p> <p>Student achievement will reflect at least 10% improvement on the Fall, Winter, and Spring CFAs</p> <p>Student passing rate will increase quarterly to 70% or greater for all students</p>					
<p>[S 4.3] Early Literacy Laureate Rationale -----</p> <p>Designate one Laureate at Georgian Hills Elementary school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Supporting Data -----</p> <p>[(https://app.powerbi.com/MobileRedirect.html?action=OpenReport&appId=2f06eebc-b6bc-4fa6-a3a3-020810d690c1&reportObjectId=cdbc3f11-d19a-4ae3-bb42-6dee42afa0e9&ctid=2b291c94-5eb0-44b7-89ea-4baf16ecc4a9&reportPage=ReportSection949d8dd1b3e007a0c271&pbi_source=copyvisualimage)</p> <p>The median score for kindergarteners increased from 336 in the fall to 378 in the spring.</p> <p>The median score for first graders increased from 358 in the fall to 378 in the spring.</p>	<p>[A 4.3.1] Response to Intervention Description -----</p> <p>Identification of Tier II and III students will occur by utilizing i-Ready assessments. Teachers, educational assistants, and support staff will also provide tiered interventions to students in Tiers II and III. Students will be arranged in small groups according to instructional level and skill deficits. Resources include i-Ready and aimswebPLUS. Title I funds will help supplement resources such as laptops, manipulatives, and flashcards to support intervention instruction. EL students will receive language support during schedule RTI2.</p> <p>Implementation -----</p> <p>To measure implementation of Response to Intervention implementation, bi-weekly Fidelity Checks will be conducted on all Tier II and Tier III students.</p> <p>Effectiveness</p>	<p>Derrick McIntosh-Principal, Regina Tucker-PLC Coach, Hanna Buckley-Instructional Facilitator</p>	<p>05/25/2024</p>		

<p>The median score for second graders increased from 389 in the fall to 479 in the spring.</p> <p>Benchmark Indicator Implementation -----</p> <p>Literacy Laureate will meet with K-2 teachers biweekly to discuss strategies and the effectiveness of work being implemented.</p> <p>Effectiveness -----</p> <p>The progress of bi-weekly student achievement moving towards at, or above grade level will determine effectiveness.</p>	<p>-----</p> <p>AimswebPlus scores (provided by the district) will be utilized to measure effectiveness toward increasing student achievement to at least 70% monthly.</p>				
	<p>[A 4.3.2] Extended Learning Description -----</p> <p>Georgian Hills Elementary will provide extended learning opportunities including before/after school tutoring and Saturday school.</p> <p>Implementation -----</p> <p>Students will be provided with the opportunity for before and after school tutoring at least twice weekly. Saturday school will be offered once monthly.</p> <p>Effectiveness -----</p>	<p>Derrick McIntosh-Principal, Demetria Johnson-Counselor</p>	<p>05/10/2024</p>		

	Student achievement to 70% or above each four and a half weeks will determine effectiveness.				
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