

Wooddale High Annual Plan (2023 - 2024)

Last Modified at Oct 31, 2023 11:14 AM CDT

[G 1] Wooddale High School will increase ELA meeting and/or exceeding proficiency rates in English I from 6.9% in 2021-2022 to 13.2% in 2024 and in English II from 13.3% in 2021-2022 to 16.9% 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] Standards Aligned Instruction 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>The percentage of English I students meeting and/or exceeding expectations increased by 3.72%.</p> <p>Benchmark Indicator Implementation -----</p>	<p>[A 1.1.1] Access to Rigorous Curriculum Description -----</p> <p>Provide teachers with Reading Prescriptions and curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Reading Prescriptions and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Lesson Plan Checks * Formal and informal observations * Bi-Quarterly CFA Data * Student Work (Exit Ticket Data, Classwork, Assessments) 	<p>Samantha Brooks(Literacy Coach)</p>	<p>05/17/2024</p>		

<p>District Formative Assessments (Fall, Winter and Spring) will align with core instructional standards for the specific quarter.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p> <p>Effectiveness -----</p> <p>* Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better.</p>	<p>Effectiveness -----</p> <p>* Weekly lesson plan checks will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. * Formal and informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Quarterly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher.</p>				
	<p>[A 1.1.2] Alignment of Classroom Observation and Feedback Description -----</p> <p>Utilize formal observations (TEM rubric) and the Districts Classroom Walkthrough Protocol and Debriefing Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.</p> <p>Implementation -----</p> <p>* Formal and informal Observation Completion Percentage * Weekly Lesson Plan Checks * Formal and informal observations</p>	<p>Latonja Robinson (Principal), Trenesha Terry (Vice Principal), Youruba Latiker (Assistant Principal), James Person (Assistant Principal), Sharin Tebo (PLC Coach), Samantha Brooks (Literacy Coach), Tonie Key (Optional Schools Coordinator)</p>	<p>05/17/2024</p>		

	<ul style="list-style-type: none"> * Bi-Quarterly CFA Data * Student Work/Exit Ticket Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 100% of announced and unannounced observation requirements will be met each semester. * Weekly lesson plan checks will show that 100% of ELA teachers and ESL co-teachers are on track with following reading prescriptions/curriculum maps. * Weekly formal and informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Quarterly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
	<p>[A 1.1.3] Resource Alignment Description -----</p> <p>Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. The following are examples of resources teachers have access to on a daily basis:</p> <ul style="list-style-type: none"> * Professional Learning Community Guides (PLC Guides) * Reading Prescriptions * Re-Teach Calendars * Performance Based Objectives * Curriculum maps and toolkits * Supplementary texts * Pacing guides, performance-based objectives crosswalks * Florida Virtual School crosswalks 	<p>Latonja Robinson (Principal), Sharin Tebo (PLC Coach), Samantha Brooks (Literacy Coach)</p>	<p>05/17/2024</p>		

* Classroom protocols and instructional technology.

Implementation

- * PLC Meetings/ Collaborative Planning Sessions
- * Weekly Lesson Plan Checks
- * Formal and informal observations
- * Bi-Quarterly CFA Data
- * Student Work/Exit Ticket Data
- * Progress Reports
- * Report Cards

Effectiveness

* Weekly PLC meetings and collaborative planning sessions will focus on assisting teachers in navigating and utilizing District resources to incorporate technology and create standards-aligned lessons.

* Weekly lesson plan checks will show that 100% of teachers are on track with following reading prescriptions/curriculum maps and that District resources are being utilized to incorporate technology and create standards-aligned lessons.

* Weekly formal and informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps and that District resources are being utilized to incorporate technology and create standards-aligned lessons.

* Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher.

* Quarterly analysis of student work samples and

	<p>exit-ticket data showing students' mastery of standards at 70% or higher.</p> <p>* Quarterly student's progress reports and report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students.</p>				
	<p>[A 1.1.4] Formative Student Assessments</p> <p>Description -----</p> <p>Utilize the District's Common Formative Assessments (CFA), which will be administered three times per year (Fall, Winter, and Spring) to support teachers in planning differentiated instruction and identifying standards mastered and not mastered for re-teaching opportunities.</p> <p>Implementation -----</p> <p>* Bi-Quarterly Common Assessment Data (ELA) * EOC (End-of-Course) Assessment Scores</p> <p>Effectiveness -----</p> <p>* Bi-quarterly common assessment data showing at least 85% of students' mastery of standards at 70% or higher. * End-of-course assessment scores will show at least 30% of students reaching OT/Mastery.</p>	<p>Latonja Robinson-Principal, Trenesha Terry-VP, Sharin Tebo, Samantha Brooks,-Literacy Coach,</p>	<p>05/17/2024</p>		
	<p>[A 1.1.5] Learning Gap Equity Resources</p> <p>Description -----</p> <p>Provide Students access to after-school tutoring opportunities specifically aligned to identified gaps to address areas of need.</p> <p>Implementation</p>	<p>Samantha Brooks (After School Coordinator/Literacy Coach)</p>	<p>05/17/2024</p>		

	<p>-----</p> <ul style="list-style-type: none"> * After-school tutoring participation * Bi-Quarterly Assessment Data * Student Work/Exit Ticket Data * Progress Reports * Report Cards <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * At least 30% of our student population will take part in after-school tutoring at some point throughout the year. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Student's progress reports and report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. 				
	<p>[A 1.1.6] Universal Writing Procedure</p> <p>Description</p> <p>-----</p> <p>Throughout the year, all English I and English II students will learn a standard approach for completing a complex writing task by using a specific step-by-step set of procedures and writing prompts aligned to the ELA Standards and Curriculum Maps.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Weekly student writing assignments (i.e., ACE paragraphs) * Quarterly Writing Assessments (i.e., TNReady 	<p>Samantha Brooks (Literacy Coach)</p>	<p>05/17/2024</p>		

	<p>writing tasks)</p> <p>Effectiveness -----</p> <p>Student progress will be measured using the benchmarks listed below:</p> <p>* Weekly student writing assignments will show that at least 70% of students are able to effectively use the ACE strategy to write grade-level, text-supported discussion responses.</p> <p>* Quarterly writing assessments will show that at least 70% of students are able to effectively synthesize information from two complex texts to write grade-level essays.</p>				
	<p>[A 1.1.7] Instructional Resources-iZone Description -----</p> <p>Provide District-managed Priority Schools with instructional materials, supplies, and/or equipment (to support implementation of instructional programs. Examples of instructional materials, supplies, and equipment to be purchased include but are not limited to paper, notebooks, pencils notepads, portable drives, books, manipulatives, calculators, laptops, carts, desktops, tablets, and interactive panels.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Title I instructional supply funds * Teacher Needs Survey</p>	<p>Latonja Robinson (Principal); Sharin Tebo (PLC Coach)</p>	<p>05/17/2024</p>		

	<p>Effectiveness -----</p> <ul style="list-style-type: none"> * 100% of Title I funds will be spent on instructional materials to support teachers in providing a high-quality education to our students. * The Teacher Needs Survey will show that all teachers have access to needed instructional materials and resources need to effectively deliver high-quality instruction on a daily basis. 				
	<p>[A 1.1.8] Common Planning Time and PLCs for SPED, ESL and ELA Co-teacher Description -----</p> <p>Throughout the year, inclusion teachers will have common planning time with core-content teachers and also attend designated PLCs. This effort is intended to raise student achievement among all students, especially tier 2 and tier 3 students.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Meeting agendas/minutes * Weekly Student work analysis protocol sheets * Quarterly Assessment analysis protocol sheets * Daily presence of effective co-teaching model(s) during all assigned class periods <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. 	<p>Samantha Brooks (Literacy Coach); Sharin Tebo (PLC Coach)</p>	<p>05/17/2024</p>		

	<p>[A 1.1.9] Extended Day Program Description -----</p> <p>The school day will be extended by one hour each day to provide enhanced academic support for all students.</p> <p>Implementation -----</p> <p>* Bi-Quarterly CFA Data * Student Work Examples</p> <p>Effectiveness -----</p> <p>* Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Analysis of weekly student work samples showing students' mastery of standards at 70% or higher.</p>	<p>Latonja Robinson (Principal)</p>	<p>05/17/2024</p>		
	<p>[A 1.1.10] Providing Individualized Coaching Support Description -----</p> <p>Throughout the year, we will incorporate *the See it, Name it, Do it *protocol in order to move teachers to a Level 3** **or better by providing in-depth models of the Gradual Release of Responsibility Framework on an individual basis during bi-weekly coaching sessions.</p>	<p>Samantha Brooks (Literacy Coach)</p>	<p>05/17/2024</p>		

	<p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> * Formal and informal observations * Bi-Quarterly CFA Data * Student Work/Exit Ticket Data * Data analysis around the data teacher will be pulled out to analyze <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Analysis of student work samples showing students' mastery of standards at 70% or higher. * Formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better. 				
<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, students' proficient reading and comprehension of level of grade supported texts, and students' abilities to critically write at grade level.</p>	<p>[A 1.2.1] Weekly EOC Content Area PLC Meetings Description -----</p> <p>Utilize iZone learning coaches and school-based instructional coaches to lead teachers in professional learning opportunities through collaboratively looking at student data, sharing best practices, building assessment literacy around the standards and analyzing student work. They will also spend time building their knowledge base around blended learning by facilitating high-quality, effective online instruction in conjunction with</p>	<p>Sharin Tebo (PLC Coach), Samantha Brooks (Instructional Literacy Coach)</p>	<p>05/17/2024</p>		

<p>Supporting Data -----</p> <p>The percentage of English I students meeting and/or exceeding expectations increased by 3.72%</p> <p>Benchmark Indicator 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>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>	<p>traditional classroom lesson delivery methods.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Tracking submission of meeting agendas and minutes on a weekly basis * Tracking meeting attendance on a weekly basis * Tracking submission of student work analysis protocol sheets on a bi-weekly basis * Tracking submission of assessment analysis protocol sheets on a bi-monthly basis <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following reading prescriptions/curriculum maps and that District resources are being utilized to incorporate technology and create standards-aligned lessons. * Formal and informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps and that District resources are being utilized to incorporate technology and create standards-aligned lessons. * Formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Student work samples showing students' mastery of standards at 70% or higher. 				
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<p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. * Weekly informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. * Quarterly formal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Quarterly analysis of student work sample data showing students' mastery of standards at 70% or higher. 					
	<p>[A 1.2.2] Weekly Co-Planning Meetings Description -----</p> <p>On a weekly basis, ELA and ESL teachers will meet to co-plan instruction to co-teach lessons. During this time, teachers will deepen their knowledge and understanding of the collaborative planning process, specifically how to ensure all students needs are being effectively planned for and taught, as well as how to scaffold instruction for ELs so they are able to access and experience success with grade level standards, texts and content. Co-teachers will also share best practices, learn how to share ownership, accountability and responsibility to meet all diverse learners' needs in the classroom, and learn how to select their roles during the lessons each week, and how to decide which co-teaching models they will employ.</p> <p>Implementation</p>	<p>Sharin Tebo (PLC Coach), Samantha Brooks (Instructional Literacy Coach)</p>	<p>05/17/2024</p>		

	<p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> * Co-planning coaching and support (weekly) * Lesson Plan Feedback (weekly) * Student Work Data (Bi-weekly) <p>Effectiveness</p> <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with planning grade-level, standards-aligned lessons. * Formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
	<p>[A 1.2.3] iZone Summer Institute</p> <p>Description</p> <p>-----</p> <p>Through a series of professional learning sessions on the critical mechanisms of the learning modules and analysis of the TN Academic Standards, participants will prepare and collect multiple lessons that will be used for the upcoming school year and learn about the rollout of a new ELA lesson plan template to support the Gradual Release of Responsibility Instructional Practice 3.</p>	<p>Samantha Brooks (Instructional Literacy Coach)</p>	<p>07/26/2023</p>		

	<p>Implementation -----</p> <ul style="list-style-type: none"> * Institute teacher attendance * Implementation of expectations and strategies covered during sessions (i.e., I Do, We Do, You Do, Checks for Understanding) <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 100% of ELA I and II teachers are effectively implementing expectations and strategies covered during sessions (i.e. mindset, writing instruction with writing prompts, planning using the new Gradual Release template). * Formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
	<p>[A 1.2.4] Vice Principal Description -----</p> <p>The Vice Principal will provide shared learning, purpose, action, and responsibility to supplement instructional leadership in one of our most challenging high schools to ensure capacity building with Instructional Leadership Teams, while planning for a school leadership succession plan.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Trenesha Terry, Vice Principal</p>	<p>05/17/2024</p>		

	<ul style="list-style-type: none"> * Meetings planned and facilitated by Vice Principal. * Systems created and implemented by Vice Principal * Staff compliance around workplace expectations <p>Effectiveness -----</p> <ul style="list-style-type: none"> *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Insight survey feedback measuring satisfaction with support from leadership. * Formal and informal observation data to measure teachers across all indicators on the TEM rubric at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. 				
	<p>[A 1.2.5] Summer Learning Institute - Participation Stipends Description -----</p> <p>Stipends will be provided for participants' attending the Summer Learning Institute. Priority schools' teachers' will participate in a Summer Learning Institute led primarily by the Central Office Support Staff to provide continuous support in the areas outlined in each school's plan for development. Data will be used to determine the topics and areas that should be addressed for high impact.</p> <p>Implementation -----</p>	<p>Latonja Robinson (Principal)</p>	<p>11/01/2023</p>		

	<p>* Institute teacher attendance * Implementation of expectations and strategies covered during sessions Effectiveness -----</p> <p>* 100% of EOC ELA teachers are effectively implementing expectations and strategies covered during sessions * Formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Student work samples' data showing students' mastery of standards at 70% or higher.</p>				
	<p>[A 1.2.6] Early Return Week Participation Stipends Description -----</p> <p>Stipends will be provided for school based professional development for instructional staff at Priority schools for Early Return Week in July 2023. A menu of specific learning opportunities including, but not limited to, processes and procedures for chronically absent students, data analysis, RTI, grade appropriate assignments, deep engagement, strong instruction, and high expectations.</p> <p>Implementation -----</p> <p>* Institute teacher attendance * Implementation of expectations and strategies</p>	<p>Latonja Robinson (Principal)</p>	<p>09/29/2023</p>		

	<p>covered during sessions</p> <p>Effectiveness -----</p> <p>* 100% of EOC ELA teachers are effectively implementing expectations and strategies covered during sessions. * Formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Student work samples' data showing students' mastery of standards at 70% or higher.</p>				
<p>[S 1.3] Targeted Intervention and Personalized Learning Rationale -----</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement in ELA*.*</p> <p>Supporting Data -----</p> <p>The percentage of English I students meeting and/or exceeding expectations increased by 3.72%.</p> <p>Benchmark Indicator Implementation -----</p>	<p>[A 1.3.1] Initiation of ELA and ESL Co-Teaching Partnership EOC Content teachers, in partnership with the SPED Inclusion teachers and ESL teachers will initiate a co-teaching model that will potentially increase options for flexible grouping of students, and increase performance and growth on TCAP and ACCESS external assessments.</p> <p>Through the co-teaching model, teachers will co-plan to plan and provide additional scaffolds and supports for Tier 2 and Tier 3 students identified with special needs and ELs. They will collaborate to ensure there is rigorous standards-aligned instruction at the grade level for full access and opportunity, and make sure that the WIDA ESL Standards are included with the ELA standards while planning and teaching.</p> <p>Implementation -----</p>	<p>Sharin Tebo (PLC Coach); Samantha Brooks (Instructional Literacy Coach)</p>	<p>05/17/2024</p>		

<p>The School RtI2 Data team will meet monthly to review data of targeted interventions and supports to support students advancement to the next grade level.</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Weekly analysis of student work samples' data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Mid-quarter progress reports and end of Quarter report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. 	<ul style="list-style-type: none"> * Bi-Quarterly Assessment Data * Weekly Co-Planning Time * Weekly Student Work Data Analysis * Mid-Quarter Progress Reports * Quarter Report Cards * Annual ACCESS Data * Annual TCAP Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 an tier 3 students. * Weekly analysis of student work samples' data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Mid-quarter progress reports and end of Quarter report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. 				
	<p>[A 1.3.2] RtI Intervention for Struggling Students Description -----</p> <p>The district's RTI program is technology based and will be used throughout the year for supporting students in need of Tier 2 and Tier 3 intervention. Tier 2 and Tier 3 students will be identified by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention, students are then bench-marked, after-which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing, and student progress is monitored every two weeks. Interventions provided for students are adjusted according to student mastery.</p> <p>Implementation -----</p>	<p>Sharon Renee Williams (Interventionist)</p>	<p>05/24/2024</p>		

	<p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> * Meeting agendas/minutes * Online Intervention Time Logs * Progress Monitoring Percentages * Bi-Quarterly Common Assessments * Progress Reports * Report Card Grades <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * 80% RTI team member attendance at monthly data team meetings. * 80% completion of bi-weekly progress monitoring. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Student's progress reports and report cards showing mastery of standards at 70% or higher for tier 2 and tier 3 students. 				
	<p>[A 1.3.3] TNPulse for English Learners On a monthly basis, utilize the District's new TNPulse Platform, and in some cases, ELLevation, which houses records and academic performance data for ELs.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Monthly TNPulse Database updates 	<p>Sharin Tebo (PLC Coach)</p>	<p>05/17/2024</p>		

	<ul style="list-style-type: none"> * Bi-Quarterly Assessments * Annual ACCESS Assessment * Mid-Quarter ILP Updates * Semi-annually present ESL Data to Faculty Effectiveness <p>-----</p> <ul style="list-style-type: none"> * 100% of students' data will be updated in the database * ELs taking the annual ACCESS assessment will increase scores from 0% to 30%. 				
	<p>[A 1.3.4] Grade Results Virtual School Throughout the year, students enrolled in Virtual School will have the opportunity to receive credit for courses failed in a previous semester with a score of 70%.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> * Overall School Failure Rate * Graduation Rate <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * The school's overall failure rate will remain at 20% or below. * 100% of current seniors will graduate on time. 	LeAnn Cox (Counselor), Chrystal Grandberry (Counselor), London Linson (Counselor)	05/17/2024		

	<p>[A 1.3.5] Quarterly Rtl Training</p> <p>Description -----</p> <p>Provide training to ensure 100% of priority schools have specialized training in progress monitoring, scheduling, and benchmarking to meet and/or exceed identified student growth rates for ELA.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Data Team Meetings * Plan Updates * Intervention Scheduling * Progress Monitoring Percentages * Benchmark Assessments * Student Growth <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 100% of data team meetings will be appropriately scheduled. * 80% of data team meetings will be held. * 100% of intervention plans will be updated after each data team meeting. * 100% of intervention students will be appropriately scheduled according to area of need and tier. * 80% of intervention students will be progress monitored bi-weekly. * 100% of benchmark assessments will be administered. * 80% of students enrolled in intervention will show progress of 70% or higher in the core-content class that aligns with their designated areas of need. 	<p>Latonja Robinson (Principal); Sharon Renee Williams (Rtl Coordinator)</p>	<p>05/17/2024</p>		
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<p>[S 1.4] Recruit and Retain Highly Effective Teachers Rationale ----- Provide effective teachers in ELA for all students in 9th - 12th grades.</p> <p>Supporting Data ----- The percentage of English I students meeting and/or exceeding expectations increased by 3.72%</p> <p>Benchmark Indicator Implementation ----- Annual hiring practices reflect increased student growth and mastery of course content standards.</p> <p>Effectiveness ----- * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. * Quarterly progress reports and report cards showing all students receiving passing grades at 70% or higher in each subject area. * 95% of highly effective teachers will be retained for the following year.</p>	<p>[A 1.4.1] Instructional Effectiveness Measure Hire teachers for their content area, and provide one-on-one coaching for support.</p> <p>Implementation ----- * Formal and Informal Observations * Bi-Quarterly Common Assessment Data * Quarter Report Card Grades * Annual Retention of highly effective teachers</p> <p>Effectiveness ----- * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. * Quarterly progress reports and report cards showing all students receiving passing grades at 70% or higher in each subject area. * 95% of highly effective teachers will be retained for the following year.</p>	<p>Latonja Robinson (Principal)</p>	<p>05/17/2024</p>		
	<p>[A 1.4.2] New Teacher Mentoring Program Description -----</p>	<p>Latonja Robinson (Principal)</p>	<p>05/17/2024</p>		

Admin will develop and implement an effective program for supporting and mentoring novice teachers and new teachers.

Implementation

- * Retention of new teachers for the following year
- * Insight Survey
- * Quarterly Needs Survey
- * Formal and Informal Observations
- * Bi-Quarterly Formative Assessments
- * Report Card Grades

Effectiveness

- * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher.
- * Quarterly progress reports and report cards showing all tier 2 and tier 3 students receiving passing grades at 70% or higher in each subject area.
- * 95% of highly effective teachers will be retained for the following year.
- * Insight survey feedback shows that all new teachers are satisfied with support from leadership.
- * Quarterly needs surveys shows that all new teachers' needs are being addressed through differentiated support.
- * Formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better.

[G 2] Wooddale High School will increase Math meeting and/or exceeding proficiency rates in Algebra I from 4.5% (2022) to 8.5% (2024), Algebra II from 1.0% (2022) to 6.3% (2024), and Geometry from 3.9% (2022) to 8.5% 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] Standards Aligned Core Instruction Rationale -----</p> <p>Provide daily access to a rigorous mathematics curriculum that will develop students' deep understanding and application of the content, strengthen comprehension, and promote mastery of the TN Standards to ensure students are career, college and community ready.</p> <p>Supporting Data -----</p> <p>The percentage of Geometry students meeting and/or exceeding expectations increased from by 4.17% in 2023.</p> <p>Benchmark Indicator Implementation -----</p> <p>District Formative Assessments (Fall, Winter and Spring) will align with core instructional standards for the specific quarter.</p>	<p>[A 2.1.1] Alignment of Classroom Observation and Feedback Description -----</p> <p>Utilize formal observations (TEM rubric) and the District's Classroom Walkthrough Protocol and Debriefing Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Formal and informal Observation Completion Percentage * Weekly Lesson Plan Checks * Formal and informal observations * Bi-Quarterly CFA Data * Student Work/Exit Ticket Data</p>	<p>Trenesha Terry (Vice Principal)</p>	<p>05/17/2024</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 PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. * Formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better. 	<p>Effectiveness -----</p> <ul style="list-style-type: none"> *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of formal and informal observation requirements will be met. * Weekly lesson plan checks will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. * Weekly Formal and informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly analysis of student work samples showing students' mastery of standards at 70% or higher. 				
	<p>[A 2.1.2] Resource Alignment Description -----</p> <p>Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. The following are examples of resources teachers have access to on a daily basis:</p> <ul style="list-style-type: none"> * Professional Learning Community Guides (PLC Guides) * New textbook adoption * Math Prescriptions * Re-Teach Calendars * Performance Based Objectives * Curriculum maps and toolkits 	Trenesha Terry (Vice Principal)	05/17/2024		

- * Supplementary texts
- * Pacing guides, performance-based objectives crosswalks
- * New lesson plan template
- * Florida Virtual School crosswalks
- * Classroom protocols and instructional technology.

Implementation

- * Weekly PLC Meetings/ Collaborative Planning Sessions
- * Weekly Lesson Plan Checks
- * Formal and informal observations
- * Bi-Quarterly CFA Data
- * Weekly Student Work/Exit Ticket Data
- * Mid-quarter Progress Reports
- * Quarter Report Cards

Effectiveness

- * Weekly Math PLC meetings and collaborative planning sessions will focus on assisting teachers in navigating and utilizing District resources to incorporate instructional technology and create standards-aligned lessons.
- * Weekly lesson plan checks will show that 100% of teachers are on track with following prescriptions/curriculum maps and that District resources are being utilized to incorporate technology and create standards-aligned lessons.
- * Weekly formal and informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps and that District resources are being utilized to incorporate instructional technology and create standards-aligned lessons.

	<p>* Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher.</p> <p>* Quarterly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher.</p> <p>* Student's mid-quarter progress reports and report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students.</p>				
	<p>[A 2.1.3] Formative Student Assessment Description -----</p> <p>Utilize the District's Common Formative Assessments (CFA), which will be administered three times per year (Fall, Winter, and Spring) to support teachers in planning differentiated instruction and identifying standards mastered and not-mastered for re-teaching opportunities.</p> <p>Implementation -----</p> <p>* Bi-Quarterly Common Assessment Data (math) * End-of-Course Assessment Data</p> <p>Effectiveness -----</p> <p>* Bi-quarterly common assessment data showing at least 85% of students' mastery of standards at 70% or higher. * End-of-course assessment scores will show at least 30% of students reaching OT/Mastery.</p>	<p>Trenesha Terry (Vice Principal), Latonja Robinson (Principal)</p>	<p>03/08/2024</p>		
	<p>[A 2.1.4] Learning Equity Gap Resources Description =====</p> <p>Provide Students access to after-school tutoring opportunities specifically aligned to identified gaps</p>	<p>Samantha Brooks (After School Tutor Coordinator)</p>	<p>05/17/2024</p>		

	<p>to address areas of need.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly After-school tutoring participation * Bi-Quarterly Assessment Data * Student Work/Exit Ticket Data * Mid-quarter Progress Reports * Quarter Report Cards <p>Effectiveness -----</p> <ul style="list-style-type: none"> * At least 30% of our student population will take part in after-school tutoring throughout the 2023-2024 school year. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Weekly Analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Student's mid-quarter progress reports and quarterly report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. 				
	<p>[A 2.1.5] Instructional Resources iZone Description -----</p> <p>Provide District-managed Priority Schools with instructional materials, supplies, and/or equipment (to support implementation of instructional programs. Examples of instructional materials, supplies, and equipment to be purchased include but are not limited to paper, notebooks, pencils</p>	<p>Sharin Tebo (PLC Coach & Title I Coordinator)</p>	<p>04/26/2024</p>		

	<p>notepads, portable drives, books, manipulatives, calculators, laptops, carts, desktops, tablets, and interactive panels.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Title I funds * Teacher Needs Survey <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Title I funds will be spent on instructional materials to support teachers in providing a high-quality education to our students. * The Teacher Needs Survey will show that all teachers have access to needed instructional materials and resources need to effectively deliver high-quality instruction on a daily basis. 				
	<p>[A 2.1.6] Co-Planning for SPED Math Resource Co-teacher and Math Co-teachers</p> <p>Description -----</p> <p>Math co-teachers and the Special Education Math co-teacher will have common co-planning time to co-teach. This effort is intended to raise student achievement among all students, especially tier 2 and tier 3 students.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly meeting agendas/minutes * Weekly Student work analysis protocol sheets * Bi-quarterly Assessment analysis protocol sheets * Presence of effective co-teaching models during all assigned class periods 	<p>Latonja Robinson (Principal), Trenesha Terry (Vice Principal), Sharon Renee Williams (Rtl Teacher)</p>	<p>05/17/2024</p>		

	<p>Effectiveness -----</p> <p>* Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Weekly Analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students.</p>				
	<p>[A 2.1.7] Extended Day Program Description -----</p> <p>The school day will be extended by one hour each day to provide enhanced academic support for all students.</p> <p>Implementation -----</p> <p>* Bi-Quarterly CFA (Common Formative Assessment) Data * Weekly Student Work/Exit Ticket Data</p> <p>Effectiveness -----</p> <p>* Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Analysis of weekly student work samples and exit-ticket data showing students' mastery of standards at 70% or higher.</p>	Latonja Robinson (Principal)	05/17/2024		
	<p>[A 2.1.8] Provide Individualized Coaching Support Description -----</p>	Trenesha Terry (Vice Principal)	05/17/2024		

	<p>The *See it, Name it, Do it *protocol will be used bi-weekly during individual Math coaching sessions in order to move all teachers to a Level 3** **or better.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Formal and informal observations * Bi-Quarterly CFA Data * Weekly Student Work/Exit Ticket Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. * Weekly formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better. 				
	<p>[A 2.1.9] Work With Content Managers Description -----</p> <p>Content managers 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, as learned from our national vendor: Learning Forward. The content managers lead people, manage curriculum content, and coach coaches who support teachers in the classroom setting.</p> <p>Implementation -----</p>	<p>Latonja Robinson (Principal)</p>	<p>05/17/2024</p>		

	<ul style="list-style-type: none"> * Weekly Lesson Plan Checks * Weekly formal and informal observations * Bi-Quarterly CFA Data * Weekly Student Work/Exit Ticket Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following curriculum maps. * Weekly formal and informal observations will show that 100% of teachers are on track with following curriculum maps. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
<p>[S 2.2] 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>The percentage of Geometry students meeting and/or exceeding expectations increased by 4.17% in 2022-23.</p>	<p>[A 2.2.1] Weekly Math EOC PLC Meetings Description -----</p> <p>Utilize IZone learning coaches and school-based instructional coaches to lead teachers in professional learning opportunities through collaboratively looking at student data, sharing best practices, building assessment literacy around the standards and analyzing student work. They will also spend time building their knowledge base around blended learning by facilitating high-quality, effective online instruction in conjunction with traditional classroom lesson delivery methods.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly tracking submission of meeting agendas and minutes * Tracking meeting attendance on a weekly basis 	Trenesha Terry (Vice Principal)	05/17/2024		

<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 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 mathematics goal.</p>	<p>* Tracking submission of student work analysis protocol sheets on a weekly basis * Tracking submission of assessment analysis protocol sheets on a bi-monthly basis</p> <p>Effectiveness -----</p> <p>* Weekly lesson plan checks will show that 100% of teachers are on track with following math prescriptions/curriculum maps and that District resources are being utilized to incorporate technology and create standards-aligned lessons. * Weekly formal and informal observations will show that 100% of teachers are on track with following math prescriptions/curriculum maps and that District resources are being utilized to incorporate technology and create standards-aligned lessons. * Weekly formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly student work samples and exit-ticket data showing students' mastery of standards at 70% or higher.</p>				
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<p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Peer Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following math prescriptions/curriculum maps. * Weekly informal observations will show that 100% of teachers are on track with following math prescriptions/curriculum maps. * Quarterly formal observations will show that 100% of teachers are on track with following math prescriptions/curriculum maps. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 					
	<p>[A 2.2.2] Differentiated Professional Learning Description -----</p> <p>On a quarterly basis, Administrators and ILT will provide a series of customized professional development around the lesson template/components of gradual release, meaning all teachers will not necessarily be in one general session but rather grouped according to their needs.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Informal and Formal Observations (weekly) * Lesson Plan Feedback (weekly) * Student Assessment Data (Bi-weekly) 	Trenesha Terry (Vice Principal)	05/17/2024		

	<p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with planning grade-level, standards-aligned lessons. * Weekly Formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
	<p>[A 2.2.3] iZone Summer Institute Description -----</p> <p>Through a series of professional learning sessions on the critical mechanisms of the learning modules and analysis of the TN Academic Standards, participants will prepare and collect multiple lessons that will be used for the upcoming school year. This week-long learning series will occur in July 2023.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> *Identify the indicator(s) used to measure implementation of the action step.* * Daily Institute teacher attendance * Implementation of expectations and strategies covered during daily sessions <p>Effectiveness</p>	<p>Latonja Robinson (Principal)</p>	<p>07/26/2023</p>		

	<p>-----</p> <ul style="list-style-type: none"> * 100% of math teachers are effectively implementing expectations and strategies covered during sessions. * Formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
	<p>[A 2.2.4] Vice Principal Instructional Leadership Description</p> <p>-----</p> <p>The Vice Principal will provide shared learning, purpose, action, and responsibility to supplement instructional leadership in one of our most challenging high schools to ensure capacity building with Instructional Leadership Teams, while planning for a school leadership succession plan during the course of the 2023-2024 school year.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Weekly Faculty meetings planned and facilitated by the Vice Principal * School year systems created and implemented by vice principal * Daily staff compliance around workplace expectations <p>Effectiveness</p> <p>-----</p>	Trenesha Terry (Vice Principal)	05/17/2024		

	<p>* Formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better.</p> <p>* Teacher Insight Data on effectiveness of leadership conducted each semester.</p> <p>* Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher.</p>				
	<p>[A 2.2.5] Summer Learning Institute Participation Stipends</p> <p>Description -----</p> <p>Stipends will be provided for participants' attending the Summer Learning Institute. Priority schools' staff will participate in a Summer Learning Institute led primarily by the Central Office Support Staff to provide continuous support in the areas outlined in each school's plan for development. Data will be used to determine the topics and areas that should be addressed for high impact.</p> <p>Implementation -----</p> <p>* Daily institute teacher attendance * Implementation of expectations and strategies covered during daily sessions and throughout the school year.</p> <p>Effectiveness -----</p> <p>* 100% of Math teachers are effectively</p>	<p>Latonja Robinson (Principal)</p>	<p>09/29/2023</p>		

	<p>implementing expectations and strategies covered during daily institute sessions.</p> <ul style="list-style-type: none"> * Weekly formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
	<p>[A 2.2.6] Early Return Week Participation Stipends</p> <p>Description -----</p> <p>Stipends will be provided for school based professional development for instructional staff at Priority schools. A menu of specific learning opportunities including, but not limited to, processes and procedures for chronically absent students, data analysis, RTI, grade appropriate assignments, deep engagement, strong instruction, and high expectations.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Institute teacher attendance * Implementation of expectations and strategies covered during daily sessions and throughout the school year. <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 100% of math teachers are effectively implementing expectations and strategies covered during daily sessions. * Weekly Formal and informal observation data 	<p>Latonja Robinson (Principal)</p>	<p>09/29/2023</p>		

	<p>reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better.</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
<p>[S 2.3] Targeted Intervention and Personalized Learning Rationale -----</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data -----</p> <p>The percentage of Geometry students meeting and/or exceeding expectations increased by 4.17% in 2022-23.</p> <p>Benchmark Indicator Implementation -----</p> <p>The School RtI2 Data team will meet monthly to review data of targeted interventions and supports to support students advancement to the next grade level.</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Weekly analysis of student work samples' data 	<p>[A 2.3.1] RtI for Struggling Students Description -----</p> <p>The district's RTI program is technology based and will be used throughout the year for supporting students in need of Tier 2 and Tier 3 intervention. Tier 2 and Tier 3 students will be identified by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention, students are then bench-marked, after-which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing, and student progress is monitored every two weeks. Interventions provided for students are adjusted according to student mastery.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Meeting agendas/minutes throughout the school year * Online Intervention Time Logs throughout the school year * Bi-Weekly Progress Monitoring Percentages * Bi-Quarterly Common Assessments * Mid-Quarter Progress Reports * Quarterly Report Card Grades 	<p>Latonja Robinson (Principal), Sharon Renee Williams (Intervention Teacher), Samantha Brooks (Instructional Literacy Coach)</p>	<p>05/17/2024</p>		

<p>showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Mid-quarter progress reports and end of Quarter report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students.</p>	<p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 100% RTI team member attendance at data team meetings held throughout the school year. * 70% of ILP completed per student each quarter. * 100% completion of bi-weekly progress monitoring. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 an tier 3 students. * Student's mid-quarter progress reports and quarterly report cards showing mastery of standards at 70% or higher for tier 2 and tier 3 students.</p>				
	<p>[A 2.3.2] Grade Results Virtual School Description -----</p> <p>Throughout the 2023-2024 year, students enrolled in Virtual School will have the opportunity to receive credit for courses failed in a previous semester with a score of 70%.</p> <p>Implementation -----</p> <p>* Semester overall School Failure Rate * Yearly Graduation Rate</p> <p>Effectiveness -----</p>	<p>LeeAnn Cox (Counselor), London Linson (Counselor), Chrystal Grandberry (Counselor)</p>	<p>05/17/2024</p>		

	<p>* The school's overall failure rate will remain at 20% or below. * 100% of current seniors will graduate on time.</p>				
	<p>[A 2.3.3] Quarterly Training for Rtl Teams Description ----- Provide training to ensure 100% of priority schools have specialized training in progress monitoring, scheduling, and benchmarking to meet and/or exceed identified student growth rates for Math and/or ELA.</p> <p>Implementation ----- </p> <ul style="list-style-type: none"> * Monthly Data Team Meetings * Monthly Plan Updates * Ongoing Intervention Scheduling * Bi-Weekly Progress Monitoring Percentages * Quarterly Benchmark Assessments * Student Growth <p>Effectiveness ----- </p> <ul style="list-style-type: none"> * 100% of monthly data team meetings will be appropriately scheduled and held. * 100% of intervention plans will be updated after each data monthly team meeting. * 100% of intervention students will be appropriately scheduled according to area of need and tier on an ongoing basis. * 100% of intervention students will be progress 	<p>Amy Maples (Director of Curriculum and Instruction), Arlandra Parker (Senior Adviser for School Development), LaKeva Thompson (Rtl 2 Curriculum Adviser)</p>	<p>05/17/2024</p>		

	<p>monitored bi-weekly.</p> <ul style="list-style-type: none"> * 100% of benchmark assessments will be administered each quarter. * 100% of students enrolled in intervention will show progress of 70% or higher in the core-content class that aligns with their designated areas of need. 				
	<p>[A 2.3.4] Initiation of Co-Teaching Model</p> <p>Description -----</p> <p>Math and SPED Math resource teachers will initiate a co-teaching model that would increase options for flexible grouping of students. Through the co-teaching model, teachers will provide additional scaffolds and supports for Tier 2 and Tier 3 students.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-Quarterly Assessment Data * Weekly Student Work/Exit Ticket Data * Mid-quarter Progress Reports * Quarterly Report Cards <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Students' mid-quarter progress reports and 	<p>Melanie Meeks (SPED Chair), Latonja Robinson (Principal), Trenesha Terry (Vice Principal)</p>	<p>05/17/2024</p>		

	<p>quarterly report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students.</p>				
<p>[S 2.4] Recruit and Retain Highly Effective Teachers Rationale -----</p> <p>Hire, onboard, support, coach and retain highly qualified and effective teachers in math for all students 9th - 12th grade.</p> <p>Supporting Data -----</p> <p>Based on 2022-2023 preliminary TCAP overall in Mathematics, the number of students meeting and/or exceeding expectations decreased from 3.0% in the 2021-22 school year to 1.3% in the 2022-2023 school year. The percentage of Algebra I students meeting and/or exceeding expectations decreased from 5.21% to 2.63%.and the percentage of Algebra II students meeting and/or exceeding expectations decreased from 1.64% to 0%. The percentage of Geometry students meeting and/or exceeding expectations increased from 0% in 2021-22 to 4.17% in 2022-23. The percentage of students with disabilities meeting and/or exceeding remained at 0% in both 2021-22 and 2022-2023. The percentage of English language learners also showed 0% met and/or exceeded expectations from 2021-22 to 2022-23.</p> <p>Benchmark Indicator Implementation -----</p> <p>Annual hiring practices will show increased student growth and mastery of course content standards.</p> <p>Effectiveness -----</p>	<p>[A 2.4.1] Instructional Effectiveness Measure Description -----</p> <p>Hire teachers in their content area and provide one on one coaching for support.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Formal and Informal Observations * Bi-Quarterly Common Assessment Data * Report Card Grades * Retention of highly effective teachers <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. * Quarterly progress reports and report cards showing all students receiving passing grades at 70% or higher in each subject area. * 95% of highly effective teachers will be retained for the following year. 	<p>Latonja Robinson (Principal)</p>	<p>05/17/2024</p>		

<p>* Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher.</p> <p>* Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher.</p> <p>* Quarterly progress reports and report cards showing all students receiving passing grades at 70% or higher in each subject area.</p> <p>* 95% of highly effective teachers will be retained for the following year.</p>					
	<p>[A 2.4.2] New Teacher Mentoring Program Description -----</p> <p>Admin will develop and implement an effective program for supporting and mentoring both novice teachers (2-3 years) and new teachers to the District and school building.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Retention of new teachers for the following year * Insight Survey twice a school year * Quarterly Needs Survey * Weekly Formal and Informal Observations * Bi-Quarterly Formative Assessments * Quarter Report Card Grades <p>Effectiveness -----</p>	<p>Latonja Robinson (Principal), Youraba Latiker (Assistant Principal)</p>	<p>05/17/2024</p>		

	<ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Quarterly progress reports and report cards showing all tier 2 and tier 3 students receiving passing grades at 70% or higher in each subject area. * 95% of highly effective teachers will be retained for the following year. * Insight survey feedback shows that all new teachers are satisfied with support from leadership. * Quarterly needs surveys shows that all new teachers' needs are being addressed through differentiated support. * Weekly formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better. 				
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[G 3] Wooddale High School will increase its ACT Score by 3 points from 13.2 in 2022-2023 to 16.2 in 2023-2024, and increase the Ready Graduate percentage from 17.9% in 2022-2023 to 30% in 2023-2024.

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] ACT Preparation Rationale ----- Provide targeted content and test taking skills support to students to undergird content area deficits, improve testing stamina and address</p>	<p>[A 3.1.1] ACT Workshops Description ----- On quarterly basis, students will have access to ACT workshops that will be hosted both in-house (i.e. Jane Ross) and off-campus</p>	<p>Youraba Latiker (Assistant Principal)</p>	<p>05/03/2024</p>		

<p>school-wide areas for concern in achieving a composite score of 16.2.</p> <p>Supporting Data -----</p> <p>Ready Graduate percentage grew 7.8% in the 2021-2022 school year.</p> <p>Benchmark Indicator Implementation -----</p> <p>* Quarterly review of student's report card data to monitor success rates in ACT supported courses. * Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery. * Quarterly assessment through Naviance (online platform) and Grade Results</p> <p>Effectiveness -----</p> <p>* Increase ACT prep classes at or above 70% mastery in Winter 2023 and Spring 2024. * Increase assessment scoring to 70% on-track mastery by end of each semester (Winter 2023 and Spring 2024)</p>	<p>(District-sponsored), targeted toward 11th and 12th grade.</p> <p>Implementation -----</p> <p>* Quarterly Workshop Attendance * Fall 2023 and Spring 2024 Average ACT Score Effectiveness -----</p> <p>* At least 70% of 11th and 12th grade students will participate in one or more workshops throughout the year. * Growth in overall ACT scores will move from an average of 13.2 to 16.2.</p>				
	<p>[A 3.1.2] Enhanced Resources for Improved Instruction Description -----</p> <p>Secure supplies, materials, equipment and provide a comprehensive bank of resources to support classroom instruction and extended learning</p>	<p>Youaba Latiker (Assistant Principal)</p>	<p>05/03/2024</p>		

	<p>opportunities for students for both in-person and remote learning.</p> <p>Implementation -----</p> <p>* Monthly workshop opportunities * ACT Preparation Resources- monthly at workshops and throughout the school year.</p> <p>Effectiveness -----</p> <p>* At least two opportunities for ACT prep, outside of classes in the master schedule, will be offered to all 11th and 12th graders. * Additional resources will be purchased to supplement the curriculum in ACT prep courses throughout the school year.</p>				
<p>[S 3.2] Early Post-Secondary Opportunities Rationale -----</p> <p>Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Supporting Data -----</p> <p>Ready Graduate percentage grew 7.8% in the 2021-2022 school year.</p> <p>Benchmark Indicator Implementation -----</p> <p>Semester review of the number of Advanced</p>	<p>[A 3.2.1] Mandatory Parent/Student Graduation Assembly Description -----</p> <p>This assembly will occur during the first semester and require students and parents to attend a virtual assembly about graduating. The assembly would include a presentation on statistics of why students don't graduate, what happens on the other side of graduation, plus/deltas of receiving a diploma, and seniors will sign a contract or promissory note stating that they will complete the 12th grade. This will bring awareness to parents and students on the importance of graduating.</p> <p>Implementation -----</p>	<p>Youaba Latiker (Assistant Principal), Yondell Dillon (Family Engagement Specialist)</p>	<p>01/19/2024</p>		

<p>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>Quarter review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.</p> <p>Effectiveness -----</p> <p>* Increase the number of AP course offerings by 5% of current offerings based on the master schedule * Increase the outcome of students taking AP tutoring to reflect a double-digit gain for SY2023-24</p>	<p>* Grade Checks and Follow-ups every 4.5 weeks * Weekly After School Tutoring/Saturday School</p> <p>Effectiveness -----</p> <p>* Fidelity Check of grades every 4.5 weeks will show that all students are passing courses with 70% average or better. * All students in jeopardy of failing a course will be assigned a tutoring date (Saturday School). * Parent and Students will receive follow-up after mid-quarter grade checks on the importance of maintaining grades and to seek help before it's too late.</p>				
	<p>[A 3.2.2] Provide opportunities for Students to Earn EPSOs Description -----</p> <p>Students enrolled at Wooddale High School will be provided with opportunities to enroll in World History, American History, Intro to Business and JROTC courses that will enable them to earn early post-secondary credit and encourages them to take full advantage of TN Promise and be successful in education and training after high school.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Youraba Latiker (Assistant Principal)</p>	<p>05/17/2024</p>		

	<ul style="list-style-type: none"> * Student enrollment in courses * Number of students earning early post secondary credits * Number of students earning TN Promise Scholarship <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Student enrollment in World History, American History, Intro to Business and JROTC will increase by 20%. * All students enrolled in eligible courses will earn early post-secondary credits. * There will be a 10% increase in students earning the TN Promise Scholarship. 				
	<p>[A 3.2.3] Student Intervention Plans</p> <p>Description -----</p> <p>Throughout the year, support will be provided with developing student intervention plans, parent workshops, and professional development for the staff.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-weekly attendance rate * Bi-weekly suspension rate * Quarterly overall percentage of failures <p>Effectiveness -----</p> <ul style="list-style-type: none"> * The overall attendance rate will remain at or above 95% as measured bi-weekly through 	James Person (Assistant Principal)	05/17/2024		

	<p>attendance checks, daily tardy monitoring, and intervention plans developed to include mandatory parent conferences and SART meetings.</p> <p>* The overall suspension rate will decrease by 50% as measured bi-weekly by implementing interventions by Administration to include mandatory parent conferences, the support of the behavior coach, and supports from counselors and teachers with interventions prior to suspensions.</p> <p>* The overall quarterly percentage of failures will remain below 20% as measured weekly through gradebook audits conducted by teaches and Leadership team members, in addition to following steps for a mandatory parent conference and a failure documentation process before the end of each quarter.</p>				
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities Rationale -----</p> <p>All students will engage in college and career planning by identifying interests and career expectations during the course of the school year, including targeted support for English Language Learners.</p> <p>Supporting Data -----</p> <p>Ready Graduate percentage grew 7.8% in the 2021-2022 school year.</p> <p>Benchmark Indicator Implementation -----</p> <p>Semester review of student career interest inventories to gauge and support high school</p>	<p>[A 3.3.1] Work-Based Learning Opportunities Description -----</p> <p>On a quarterly basis, teachers will reach out to and collaborate with various people in the CTE industry. Students will have the opportunity to be visited by guest speakers in various CCTE career fields as well as participate in the EMPLOY job-shadowing program.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Guest Speaker Bookings throughout 2023-2024 * Annual Participation in the EMPLOY job-shadowing program</p> <p>Effectiveness -----</p>	<p>Tonie Key (Optional Schools Coordinator)</p>	<p>05/17/2024</p>		

<p>course planning.</p> <p>Quarterly monitor enrollment and course selection for 8th and 9th grade students in CCTE courses that will support the CCTE 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 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>Effectiveness -----</p> <p>* Increase the number of AP course offerings by 5% of current offerings based on the master schedule * Increase the outcome of students taking AP tutoring to reflect a double-digit gain in 2023-2024.</p>	<p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* THE CCTE department will book at least five guest speakers throughout the school year. * There will be a 10% increase in participation for the EMPLOY job-shadowing program.</p>				
	<p>[A 3.3.2] College Career and Community Readiness Workshops Description -----</p> <p>During the first semester of the 2023-2024 school year, all ELL students in grades 9-12 will participate in a series of workshops designed to educate them about their rights and responsibilities after they turn 18, post-secondary options in employment, enlistment and enrollment in colleges and</p>	<p>Sharin Tebo (PLC Coach)</p>	<p>12/21/2023</p>		

	<p>universities, scholarships, and to explore career interests.</p> <p>Implementation -----</p> <p>* Bi-weekly workshops presented by MSCS Bilingual Counselors to ELs around College, Career, and Community Readiness options to plan for their future during and post-graduation.</p> <p>Effectiveness -----</p> <p>* By the end of the first semester, ELL students will develop a Vision Board that shows their exploration of their identities, career interests, and plans during and post-high school.</p>				
<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) Rationale -----</p> <p>****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements each school year.</p> <p>Supporting Data -----</p> <p>Ready Graduate percentage grew 7.8% in the 2021-2022 school year.</p>	<p>[A 3.4.1] Student Activity Groups Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>On a weekly basis, students will participate in teacher-led student activity groups to increase engagement, to increase positive teacher/student rapport and school climate, and to increase students' well-being. Teachers will sign up to lead independently or with a colleague a group. Students will sign up according to their interests.</p> <p>Implementation</p>	<p>Latonja Robinson (Principal)</p>	<p>05/17/2024</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>Effectiveness -----</p> <p>* Increase parental support of students transition period (as identified) by at least 70% each school year. * Increase students that are on-track of reaching their post-secondary goals at a minimum of 70% annually. * Increase students that are on-track of reaching per their individualized educational plan at a minimum of 70% during the course of the school year.</p>	<p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Student attendance * Student survey results</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Student survey results will show a 95% participation rate in activities.</p> <p>Survey results will show at least 85% positive results from participation.</p>				
	<p>[A 3.4.2] Rethink (SEL) Social and Emotional Learning Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p>	Youraba Latiker	05/17/2024		

	<p>On a weekly basis, SEL checkpoints will be mandatory in ALL classes to check students well-being and how they are coping with in-person learning.</p> <p>-If necessary due to level of concern teachers will refer students to counselors</p> <p>-Teachers embed checkpoints in weekly lessons</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* OSS Reports * Overall Failure Rate</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Bright Bytes compliance reports will show that 100% of teachers are properly logging behavior infractions in the system. * OSS reports will show that out-of-school suspensions have decreased by 50%. * The overall failure rate will remain below 20% throughout the schoolyear.</p>				
	<p>[A 3.4.3] Behavior Improvement Plans Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p>	<p>James Person (Assistant Principal)</p>	<p>05/17/2024</p>		

	<p>Throughout the year, teachers and Admin will document and track student behavior and provide interventions following the discipline protocol.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> * MIRF (Minor Incident Report Forms) * OSS Reports * Overall Failure Rate <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * MIRF reports will show that 100% of teachers are properly logging behavior infractions and following the procedure. * OSS reports will show that out-of-school suspensions have decreased by 50%. * The overall failure rate will remain below 20% throughout the schoolyear. 				
	<p>[A 3.4.4] 504 Service Plans Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>A plan developed to ensure that a child who has a disability identified under the law, receives accommodations that will ensure their academic success and access to the learning environment.</p>	<p>Latonja Robinson</p>	<p>05/17/2024</p>		

	<p>These plans will remain in effect throughout the school year.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> * 504 Compliance Reports * Bi-Quarterly Assessments * Report Card Grades <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * 504 compliance reports will show that 100% of plans are updated. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 an tier 3 students. * Students' report cards will show all passing grades at 70% or higher for students that have 504 plans. 				
	<p>[A 3.4.5] Functional Behavior Assesments Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>A process that identifies a specific or target behavior, that interferes with a student's education. The assessment attempts to designate the particular behavior, identify the factors that support the behavior, and determine the purpose of the</p>	<p>Latonja Robinson (Principal)</p>	<p>05/17/2024</p>		

	<p>behavior. This system will remain in effect throughout the school year.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Report Card Grades * IEP progress reports</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* All students with IEPs will earn passing grades for the year in every subject area.</p>				
	<p>[A 3.4.6] Parent Student Attendance Plan Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>A success plan designed to help parents of students, track their children's attendance and work with teachers to set appropriate goals. The success plan also helps students track their own attendance and goals. These plans will remain in effect throughout the school year.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Youraba Latiker (Assistant Principal)</p>	<p>05/17/2024</p>		

	<p>* 20 Day Attendance Reports</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Attendance reports per PowerBI will show an attendance rate at or below 10% throughout the schoolyear.</p>				
	<p>[A 3.4.7] SART (Student Attendance Review Team) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>A school Site Team which includes the parent, student, Principal and the School Attendance Secretary. At this meeting, the student agrees to abide by the directions of the School Attendance Review Team as outlined, and attend school regularly and on time each day. These meetings will occur on an ongoing basis as needed over the course of the school year.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Meeting agendas/minutes * 20 Day Attendance Reports</p>	<p>James Person (Assistant Principal)</p>	<p>05/17/2024</p>		

	<p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Meeting minutes will show that meetings are taking place on an ongoing basis throughout the year. * Attendance reports per PowerBI will show an attendance rate at or below 10% throughout the schoolyear.</p>				
	<p>[A 3.4.8] Alternative School Transition Plans Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>A plan developed to help students transition back to the regular classroom after Alternative School Placement. These plans will remain in effect throughout the entire school year.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Monthly monitoring of transition of Alternative School Placement Students</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student</p>	<p>Latonja Robinson (School Principal)</p>	<p>05/17/2024</p>		

	achievement.*				
	* Monthly monitoring of all students who have been assigned to ISS or alternative school reflects a 10% decrease in students assigned to Alternative School Placements.				

[G 4] Wooddale High School will reduce the chronic absenteeism rate from 23.3% in 2022-2023 to 20% in 2023-2024, and reduce the Suspension Rate from 25.4% in 2022-2023 to 21.5% in 2023-2024.

****Additional Supports****

A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

District Turnaround Plan Goal

[G 1] Priority schools will reduce chronic absenteeism rates from approximately 31% in 2023 to approximately 26% in 2024 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Attendance and Behavior Interventions and Supports</p> <p>Rationale -----</p> <p>Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Supporting Data -----</p> <p>The Chronic Absenteeism Rate goal was met in 2021-2022, showing that just 9.4% of scholars labeled as chronic absentees, with grade 9 students exhibiting the highest attendance rate at 94.2%.</p> <p>Benchmark Indicator</p>	<p>[A 4.1.1] Communication</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Admin will 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. SART and SARB meetings will be held with parents and district officials.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure</p>	<p>James Person (Assistant Principal)</p>	<p>05/24/2024</p>		

<p>Implementation -----</p> <ul style="list-style-type: none"> * Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents.. * Monitor 20 day reports to identify students at risk of high chronic absenteeism * Monitor 20 day reports to assess the impact of suspensions on daily attendance. * Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs). * Bi-weekly School Attendance Team meeting agendas and sign in sheets * Quarterly parent workshop agendas and sign in sheets * Bi-weekly check-in parent meeting agendas and sign in sheets * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign in * Bi-weekly SART and/or SARB meeting agenda and sign in * Quarterly monitoring of student intervention plans with specific supports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Chronically out of school rates decrease by 5% or more in 2022 * Improve attendance rates to 96.6% or more in 2022 	<p>implementation of the action step.*</p> <ul style="list-style-type: none"> * 20 Day Attendance Reports * SART and SARB meeting attendance <p>Effectiveness -----</p> <ul style="list-style-type: none"> *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Attendance reports per PowerBI will show an attendance rate at or below 10% throughout the schoolyear. * SART and SARB meetings, when appropriate, will be held for at least 90% of the referrals made by teachers. 				
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* Incremental increase of 2% on 20-day reports for attendance rates					
	<p>[A 4.1.2] Monitoring Student Attendance</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Priority schools will utilize a streamlined process for monitoring student attendance and tracking at-risk (5-8% attendance rate) or chronically absent (10% attendance rate or higher) students.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* 20 Day Attendance Reports * SART and SARB meeting attendance</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Attendance reports per PowerBI will show an attendance rate at or below 10% throughout the schoolyear. * 100% of students flagged will be added to an intervention list. * SART and SARB meetings, when appropriate, will be held for at least 90% of the referrals made by teachers.</p>	James Person (Assistant Principal)	05/17/2024		

	<p>[A 4.1.3] Intervention</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Before issuing an out of school suspension, administrators will make referrals to behavior specialist, counselor, SHAPE, Drug and Alcohol Counselor, school social worker, and other agencies to help decrease the number of out of school suspensions.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* RTI2-B Protocol Implementation * SART and SARB meeting attendance</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* RTI2-B progressive discipline model will be followed with fidelity by 100% of teachers and administrators when dealing with behavioral infractions. * 100% of students flagged will be added to an intervention list. * SART and SARB meetings, when appropriate, will be held for at least 90% of the referrals made by teachers.</p>	James Person (Assistant Principal)	05/24/2024		
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	<p>[A 4.1.4] SART Meeting and Intervention Plans Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Flagged students will have their SART meetings conducted and intervention plans developed within 3 days of being flagged.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* 20 Day Attendance Reports * SART and SARB meeting attendance</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Attendance reports per PowerBI will show an attendance rate at or below 10% throughout the schoolyear. * SART and SARB meetings, when appropriate, will be held for at least 90% of the referrals made by teachers.</p>	James Person (Assistant Principal)	05/24/2024		
<p>[S 4.2] Professional Development Rationale -----</p> <p>Provide ongoing, high quality professional development during the course of the year for staff</p>	<p>[A 4.2.1] Tiered and Differentiated Instruction Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p>	Latonja Robinson (Principal)	05/17/2024		

<p>that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p>Supporting Data -----</p> <p>The Chronic Absenteeism Rate goal was met in 2021-2022, showing that just 9.4% of scholars labeled as chronic absentees, with grade 9 students exhibiting the highest attendance rate at 94.2%.</p> <p>Benchmark Indicator Implementation -----</p> <p>Each week, the number of student referrals and attendance reports will be analyzed by Admin. to determine the effectiveness of the strategies employed.</p> <p>Behavior plans will be monitored and analyzed each semester to determine the effectiveness of the strategies taught and shared during professional learning.</p> <p>Effectiveness -----</p> <p>* Chronically out of school rates decrease by at least 5% * Incremental increase of 2% on 20-day reports for attendance rates</p>	<p>On a quarterly basis, teachers will participate in workshops designed to provide them with differentiation and engagement strategies to help them reach all learners, including those who are frequently absent.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> * Weekly Lesson Plan Checks * Formal and informal observations * Bi-Quarterly CFA Data * Chronic Absenteeism Reports <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are incorporating differentiated instruction and engagement strategies into their lessons. * Formal and informal observations will show that 100% of teachers are scoring a Level 3 or higher on Teach 4 of the TEM rubric. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Chronically out of school rates decrease by 5% or more in 2023-2024 				
<p>[S 4.3] Parent, Family, and Community Engagement Rationale -----</p>	<p>[A 4.3.1] Professional Development-Parents Description -----</p> <p>*Provide a brief narrative of the proposed action</p>	<p>Yondell Dillon (Family Engagement Specialist)</p>	<p>05/24/2024</p>		

<p>Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Supporting Data -----</p> <p>The Chronic Absenteeism Rate goal was met in 2021-2022, showing that just 9.4% of scholars labeled as chronic absentees, with grade 9 students exhibiting the highest attendance rate at 94.2%.</p> <p>Benchmark Indicator Implementation -----</p> <p>Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</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 and participation in the PTA meetings held monthly.</p> <p>Effectiveness -----</p> <p>The 20-day student attendance reports at the end of each semester will show a 5% improvement after engagement events.</p> <p>Parent participation on surveys and in PTA meetings each month will increase by 10% by the end of the school year.</p>	<p>step.*</p> <p>Throughout the year, 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>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Number of students enrolled in post-secondary programs (i.e. community-based internships, dual credit, etc.)</p> <p>* 20 Day Attendance Reports</p> <p>* Ready Graduate Rate</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Enrollment in post-secondary programs will increase by 30%.</p> <p>* Attendance reports per PowerBI will show an attendance rate at or below 10% throughout the schoolyear.</p> <p>* The graduation rate will increase from 17.9% to 30%</p>				
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