

B. T. Washington High Annual Plan (2022 - 2023)

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[G 1] Reading/Language Arts

Booker T. Washington Middle/High School will increase ELA on-track and mastery proficiency rates in all grades (6-12) from 3.4% in 2021 to 18.2% in 2023.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts lessons that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the Instructional Practices Walk-thru Document will provide the administrators and instructional leaders with data to determine trends in teachers' ability to effectively implement the identified instructional practices outlined in the document and gauge the implementation of standard aligned instruction.</p> <p>Instructional Practices Walk-thru data will be</p>	<p>[A 1.1.1] Continuing "Reading Horizons" with a Reading Specialist for 9th grade students Based on need, 9th grade students are scheduled in this reading course taught by a trained reading specialist. This year long course, which meets daily, is designed to increase students Lexile levels.</p>	<p>Jaclyn Boyd</p>	<p>05/26/2023</p>		

<p>monitored via ZOHO for 80% standard aligned core instructional implementation with fidelity.</p> <p>Review of TEM observation data (once each semester) to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] Strengthen students' proficiency in the use of technology and online platforms Online programs such as IXL, Nearpod, Flocabulary and Boomlearning, along with Promethean boards (and/or SMART Boards) and computers will be utilized in every classroom (6-12) everyday throughout the school year to increase the use of technology, student interest and engagement during lessons.</p>	<p>Shalonda Williams</p>	<p>05/26/2023</p>		
	<p>[A 1.1.3] Implement Differentiated Instruction Differentiated Instruction allows teachers to tailoring instruction to meet individual student needs. This type of instruction is based on modification of content, process and product guided by the teacher's understanding of all students needs--readiness, interests and learning profile. Teachers are expected to implement differentiation in their classrooms daily.</p>	<p>Tara Harris</p>	<p>05/26/2023</p>		
	<p>[A 1.1.4] Improve student achievement and growth by supporting rich learning environments Booker T. Washington Middle/High School will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts.</p>	<p>Shalonda Williams</p>	<p>05/26/2023</p>		
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators and instructional leaders on instructional practices that will improve teachers' pedagogy of the content, master of standard look for(s), students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator</p>	<p>[A 1.2.1] Conduct Individualized Coaching Support Teachers will be coached using the Get Better Faster Scope and Sequence.</p>	<p>Tara Harris</p>	<p>05/26/2023</p>		

<p>Daily classroom observations using the Instructional Practices Walk-thru Document will provide school administrators and instructional leaders with data to determine trends in teachers' ability to effectively implement the identified instructional expectations outlined in the document and gauge the implementation of standard aligned instruction to plan professional development support.</p> <p>School-level Instructional Practices Walk-thru data via Zoho for 80% standard aligned core instructional implementation with fidelity to provide individualized professional learning support.</p> <p>PLC meetings are conducted weekly 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 fellow educators.</p> <p>ILT (Instructional Leadership Team) sessions are facilitated bi-weekly to support content lead teachers with feedback and targeted training that should result in more effective daily instructional practices (to be observed during the Instructional Practices Walk-Thru(s)).</p> <p>PD sessions to learn effective strategies to help students reach the ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires.</p>					
	<p>[A 1.2.2] Promote Mentoring Program for New Teachers Each new teacher will be assigned a trained mentor to guide and support him or her through their first year. Additionally, new teachers are acclimated to "good first teaching" (best educational practices).</p>	<p>Juanita Phillips</p>	<p>05/26/2023</p>		

	<p>[A 1.2.3] Host ILT (Instructional Leadership Team) PD</p> <p>The ILT presents weekly content-specific professional development for grade and content level teachers and assistants based on feedback from formal and informal observations, and academic data that support the greatest area(s) of need. This PD will be offered for teachers to ensure teachers' success in their classrooms with delivery of instruction and also increasing student growth achievement.</p>	Tara Harris	05/26/2023		
	<p>[A 1.2.4] Attend local, state, and national conferences</p> <p>Booker T. Washington Middle/High School's staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.</p>	Shalonda Williams	05/26/2023		
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Weekly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>[A 1.3.1] Reading Horizons</p> <p>Teachers will continue to improve the structure of Reading Horizons Intervention classes by lowering the number of students in small groups, intentionally grouping by lowest deficit area, adding new strategies for reading comprehension deficits, and being mindful of those missing intervention sessions</p>	Jaclyn Boyd	05/26/2023		

Weekly review of lesson plans to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					
	[A 1.3.2] RTI^2 Implementation monitoring is ongoing, student progress is benchmarked every three weeks and interventions are adjusted based on student mastery. Edgenuity is the platform that will be used and Tier 2 and Tier 3 students will be supported through this intervention platform. iReady Reading is utilized for Middle School.	Latarra Rallings	05/26/2023		
	[A 1.3.3] RTI^2 Data Meetings Weekly team meetings allow goals to be set and adjusted as necessary to ensure student growth and achievement.	Latarra Rallings	05/26/2023		

[G 2] Mathematics

Booker T. Washington Middle/High School will improve its Math percentage of on-track and mastery in all grades (6-12) from 5.4% in 2021 to 19.1% in 2023.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.	[A 2.1.1] Improve student achievement and growth by supporting rich learning environments Booker T. Washington Middle/High School will secure supplies, materials, equipment and resources to support academic growth and achievement in Mathematics.	Shalonda Williams	05/26/2023		

<p>Benchmark Indicator</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the Instructional Practices Walk-thru 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>Formal and Informal Walk-thru data will be monitored through ZOHO submissions and PLZ (The Professional Learning Zone). Data should show teachers implementing the practices at or above 80% per visit.</p> <p>TEM observation data will be used to monitor and evaluate educators' delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 2.1.2] Enhance Technology</p> <p>Teachers will utilize Classroom Promethean boards, computers, calculators and online programs to increase student engagement. Students will have access throughout lessons to platforms such as: Nearpod, IXL, Khan Academy, BoomLearning, Study.com and Flocabulary.</p>	Shalonda Williams	05/26/2023		
	<p>[A 2.1.3] Implement School-wide lesson plan format</p> <p>The school-wide lesson plan is a daily expectation in all teachers' classrooms. The use of the lesson plan format protects instructional time and allows teachers to better individualize instruction. It creates better time management patterns for students, as well as helps teachers meet the TEM requirements for delivering instruction to students at high quality levels. Ultimately, the lesson plan is</p>	Tara Harris	05/26/2023		

	designed to enhance and promote student academic achievement and growth in all classes.				
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>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</p>	<p>[A 2.2.1] Host Instructional Leadership Team (ILT) PD The ILT presents weekly content-specific professional development for grade and content level teachers and assistants based on feedback from formal and informal observations, and academic data that support the greatest area(s) of need. This PD will be offered for teachers to ensure teachers' success in their classrooms with delivery of instruction and also increasing student growth achievement.</p>	Erica Stewart	05/26/2023		

<p>throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 2.2.2] Offer New Teacher Mentoring Program Each new teacher will be assigned a trained mentor to guide and support him or her through their first year. Additionally, new teachers are acclimated to "good first teaching" (best educational practices).</p>	Juanita Phillips	05/26/2023		
	<p>[A 2.2.3] Create Professional Learning Plans This will serve as a set of purposeful, planned actions and the support system necessary to achieve the identified goals. Effective professional learning programs are ongoing, coherent, and linked to students achievement.</p>	Tara Harris	05/26/2023		
	<p>[A 2.2.4] Attend local, state, and national conferences Booker T. Washington Middle/High School staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet the Math goal. Attending staff will train Math faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.</p>	Shalonda Williams	05/26/2023		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to</p>	<p>[A 2.3.1] Implement RTI^2 Implementation monitoring is ongoing, student progress is benchmarked every three weeks and interventions are adjusted based on student mastery. Edgenuity is the platform that will be used</p>	Latarra Rallings	05/26/2023		

<p>meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>and Tier 2 and Tier 3 students will be supported through this intervention platform. iReady Reading is utilized for Middle School.</p>				
	<p>[A 2.3.2] Host RTI^2 Meetings Weekly team meetings allow goals to be set and adjusted as necessary to ensure student growth and achievement.</p>	<p>Latarra Rallings</p>	<p>05/26/2023</p>		
	<p>[A 2.3.3] Provide District Tutoring Select teachers will provide tutoring (offered through MSCS to improve student academic performance in Mathematics and ELA. This program will take place after school from 3:30 pm-4:30 pm, Tuesday through Thursday.</p>	<p>Shalonda Williams</p>	<p>05/26/2023</p>		

[G 3] College and Career Readiness

Booker T. Washington Middle/High School will increase the percentage of Ready Graduates to 30.3% and increase the graduation rate from 86.4% (2021) to 90% (2023).

Performance Measure

Performance effectiveness will be measure by the following:

* Early Post Secondary Opportunities being offered

- * ACT composite score (21 or higher)
- * Earnings of Industry Certifications
- * ASVAB Scores
- * Graduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 14-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p>Benchmark Indicator Quarterly review of student's report card data to monitor success rates in ACT supported courses.</p> <p>Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.</p>	<p>[A 3.1.1] Offer ACT Prep Courses Students in 11th and 12th grade are provided access to ACT prep courses to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT.</p>	Leoshundra Triplet	05/26/2023		
	<p>[A 3.1.2] Attend ACT Workshops MSCS coordinates workshops for students throughout the district. Additionally, BTW students will be able to attend workshops offered on Saturdays through an organization called Peer Power.</p>	Leoshundra Triplet	05/26/2023		
	<p>[A 3.1.3] Use Online Platforms (ACT) Students will have access to online platforms to assist in an increased ACT score.</p>	Shalonda Williams	05/26/2023		
<p>[S 3.2] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator Semester review of the number of Advanced</p>	<p>[A 3.2.1] Increase Trade certifications Increase opportunities for technical certifications by blending academic and technical instruction to prepare graduates for direct entry into the workforce.</p>	Tara Harris	05/26/2023		

<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>Semester grade review of students in AP courses compared to the previous semester and year to measure students participation and success in AP courses.</p>					
	<p>[A 3.2.2] Increase Advanced Academic offerings Advanced Academics offerings including: Honors classes, Statewide Dual Credit, and Dual enrollment courses. These classes are offered daily for students who are enrolled. Advanced courses provide students the opportunity to be challenged, set apart for post-secondary opportunities, earn college credits and earn placements with successful exam scores.</p>	Tara Harris	05/26/2023		
	<p>[A 3.2.3] Complete Transcript Reviews The purpose of the transcript review, which happens 3 times each school year, is to ensure that students stay on track academically and are ready graduates.</p>	Leoshundria Triplet	05/26/2023		
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator Semester review of student career interest inventories to gauge and support high school course planning.</p>	<p>[A 3.3.1] Attend College Fairs and College Tours Students have the opportunity to meet with representatives from various colleges and universities. College tours give students exposure and allow them to explore prospective schools, meet prospective students and understand colleges on a deeper level. Students will participate in this experience up two times during the school year.</p>	Leoshundra Triplet	05/26/2023		

<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>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>[A 3.3.2] Attend Field Trips Field Trips enhance the curriculum and promote higher graduation rates, as well as college preparedness. Field trips are particularly important for disadvantaged students, as they provide students with unique opportunities that level the playing field. Field trips create opportunities of exposure for students to gain job opportunities and apply to college. BTW will strive to implement virtual and regular field trips once per quarter</p>	<p>Temu Rutherford and Leoshundra Triplet</p>	<p>05/26/2023</p>		
	<p>[A 3.3.3] Host Entrepreneurship fairs This benefits students at BTW by teaching them how to think outside the box and nurture their unconventional talents and skills. It creates opportunity, ensures social justice, instills confidence and stimulates the economy. Students will participate in Entrepreneur Fairs once each semester.</p>	<p>Paige Stubbs</p>	<p>05/26/2023</p>		
<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator Annual review of parent and student evaluation survey data will be used to assess the</p>	<p>[A 3.4.1] Host Parent Meetings Provide quarterly parent meetings to discuss the transition to middle schools and high school including visits to the middle school or high school the student will be attending.</p>	<p>Temu Rutherford</p>	<p>05/26/2023</p>		

<p>effectiveness of the transition programs and high school course offerings;</p> <p>Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students;</p> <p>Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.</p>					
	<p>[A 3.4.2] Create Middle School Transitional Plans</p> <p>School counselors will develop and implement Middle-to-High transition plans focused on college and career exploration. The Counselor will begin these plans 2nd Quarter and revisit them quarterly.</p>	<p>Temu Rutherford</p>	<p>05/26/2023</p>		
	<p>[A 3.4.3] Use Early Warning Systems</p> <p>BTW will utilize BrightBytes, PowerSchool Reports and Teacher referrals, as a system to identify students who are at-risk and devise a plan to keep the students on track for graduation. Behavior Specialists and Counselors utilize this platform daily.</p>	<p>Temu Rutherford</p>	<p>05/26/2023</p>		

[G 4] Safe and Healthy Students

Booker T. Washington Middle/High Schools will increase school level interventions and supports to continue the steady decline from 7.1% chronic absenteeism.

Performance Measure

Interventions and supports will be measured using the following:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p>[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>	<p>[A 4.1.1] Implement Positive Behavior Intervention Implement RTI2 behavior prevention and intervention plans with fidelity.</p>	<p>Michael Holmes</p>	<p>05/26/2023</p>		
	<p>[A 4.1.2] Create Behavior Intervention Teams Create cross-functional teams to complete data reports that capture attendance, chronic absenteeism, and behavioral data to identify at-risk students.</p>	<p>Michael Holmes</p>	<p>05/26/2023</p>		
	<p>[A 4.1.3] Reestablish the role Behavior Specialist The Behavior Specialist will be responsible for assessing students with behavior issues: collecting data on students, working with teachers and counselors to develop a behavior plan for students and evaluating the effectiveness of the plan.</p>	<p>Michael Holmes</p>	<p>05/26/2023</p>		

<p>[S 4.2] Professional Development Provide ongoing, high quality professional development at school level for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared school-wide.</p>	<p>[A 4.2.1] Conduct Social Emotional PD Quarterly Professional Development will be provided regarding understanding the role that social and emotional core competencies play in creating safe, engaging and personalized learning experiences for students and adults.</p>	<p>Leoshundra Triplet and Temu Rutherford</p>	<p>05/26/2023</p>		
	<p>[A 4.2.2] Provide ongoing training for behavior Teachers will have an opportunity to attend monthly trainings to learn replacement strategies to deal with unwanted behaviors in the classroom on the following topics: FBA/BIP, CPI, PCM, Behavior Tools; Utilize Reset Rooms, Attend ACES Training; and attend Regulate to Deescalate.</p>	<p>Erica Stewart</p>	<p>05/26/2023</p>		
	<p>[A 4.2.3] Implement School-wide DAC training Principals, school counselors, and Behavior Specialist will provide bi- weekly professional development to address student discipline, attendance, and chronic absenteeism.</p> <p>DAC-Discipline, Attendance and Chronic Absenteeism</p>	<p>Erica Stewart</p>	<p>05/26/2023</p>		
<p>[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance</p>	<p>[A 4.3.1] Create The Family Zone BTW's parent group, targeted at reaching the whole family, meets monthly to enrich families of our school community.</p>	<p>Shalonda Williams</p>	<p>05/26/2023</p>		

<p>and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report to determine the impact on attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>					
	<p>[A 4.3.2] Involve Community Partnerships Once per semester, community partners are invited to participate in parent training and activities. Family-school-community partnerships are a shared responsibility and reciprocal process whereby BTW and other community agencies and organizations engage families in meaningful and culturally appropriate ways, and families take initiative to actively supporting their children's development and learning. Partnerships include South City, STREETS Ministries, Women's Foundation, Emmanuel Center and Greater New Liberty Church.</p>	<p>Shalonda Williams</p>	<p>05/26/2023</p>		
	<p>[A 4.3.3] Expanded Community Resources BTW will expand its' Adopt-A-School program to connect the school with community resources that support teaching and learning for the entire school year (2022-2023).</p>	<p>Shalonda Williams</p>	<p>05/26/2023</p>		