

Medical District High School Annual Plan (2023 - 2024)

Last Modified at Sep 25, 2023 11:06 AM CDT

**[G 1] Reading/Language Arts**

Medical District High School will increase ELA on-track and mastery proficiency rates in all grades from 71.0% in 2022 to 76.0% in 2024.

We also want to ensure that Medical District High School students are successfully and concurrently working towards both an Honors Diploma and an Associate's Degree.

**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><b>[S 1.1] Standard Aligned Core Instruction</b> 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><b>Benchmark Indicator</b> Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through</p>	<p><b>[A 1.1.1] Conduct PLC Meetings and Collaboration</b> During weekly English / Literacy PLC meetings, teachers and administrators will engage in collaborative activities in which the team will disaggregate common assessments, formative assessments and summative assessment data to make informed instruction practice decisions. Discussions will be centered around student work, lesson designs, and standards alignment.</p>	<p>Dr. Wakima Tutwiler, Principal and ELA Instructor</p>	<p>05/24/2024</p>		

<p>the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>					
	<p><b>[A 1.1.2] Analyze Student Data</b>  During Data Meetings, teachers and administrators will engage in collaborative activities in which the team will disaggregate common assessment, formative assessment and summative assessment data to make informed instruction practice decisions. Discussions will be centered around student work, lesson designs, and standards alignment.</p>	<p>Dr. Wakima Tutwiler, Principal and ELA Instructor</p>	<p>05/24/2024</p>		
	<p><b>[A 1.1.3] Conduct Informal Observations and Classroom Walkthroughs</b>  The Instructional Leadership Team (ILT) conducts literacy walkthroughs with the current district walkthrough document to ensure that teachers are planning and teaching standards-based literacy lessons that are aligned to core actions.</p> <p>Walkthroughs minimally occur bi-weekly and trends are discussed during ILT meetings. Based on the data collected, the ILT develops professional development sessions to improve instruction.</p>	<p>Dr. Wakima Tutwiler, Principal and Kuwane Turner, Vice Principal</p>	<p>05/24/2024</p>		
	<p><b>[A 1.1.4] Utilize Instructional Supplies and Equipment to Support Student Achievement</b>  Curriculum aligned instructional supplies and equipment will be provided and academic programs will be implemented to increase student performance, support good first teaching and supplement instructional delivery.</p>	<p>ELA Instructor</p>	<p>05/24/2024</p>		
<p><b>[S 1.2] Professional Development</b>  Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional</p>	<p><b>[A 1.2.1] Conduct Weekly PLCs and Collaborative Planning</b>  Teachers will meet each week to analyze student data, develop strategies and lesson plans, review</p>	<p>Dr. Wakima Tutwiler and ELA Teachers</p>	<p>05/24/2024</p>		

<p>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><b>Benchmark Indicator</b> Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>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</p>	<p>curriculum maps, benchmark assessments, and analyze student work.</p>				
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<p>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><b>[A 1.2.2] Attend Ongoing, Job-Embedded Professional Development</b>  Instructional Support Coaches and other PD Professionals will provide professional development to assist teachers with research-based experiences which include:</p> <ul style="list-style-type: none"> <li>* thoughtfully planned and executed lessons</li> <li>* Attention to both skills-based and meaning-based competencies</li> <li>* Daily integration of reading, writing, speaking and listening to understand texts and express understanding</li> <li>* An environment that supports text-based discourse</li> <li>* Data-informed instruction</li> </ul>	<p>Dr. Wakima Tutwiler,  Principal and  ELA Teachers</p>	<p>05/24/2024</p>		
	<p><b>[A 1.2.3] Utilize the CANVAS Learning Management System</b>  Teachers will be provided with flexible alternatives to professional learning and support. Through CANVAS on-line modules, teachers will learn at their own pace and on their own time.</p>	<p>Dr. Wakima Tutwiler,  Principal and  ELA Teachers</p>	<p>05/24/2024</p>		
	<p><b>[A 1.2.4] Attend local, state, and national conferences</b>  MDHS staff will attend in-state and out-of-state professional development sessions and educational conferences to assist teachers with research-based experiences which include:</p> <ul style="list-style-type: none"> <li>* thoughtfully planned and executed lessons</li> <li>* Attention to both skills-based and meaning-based competencies</li> <li>* Daily integration of reading, writing, speaking and listening to understand texts and express</li> </ul>	<p>Dr. Wakima Tutwiler,  Principal and  ELA Teachers</p>	<p>05/24/2024</p>		

	<p>understanding</p> <ul style="list-style-type: none"> <li>* An environment that supports text-based discourse</li> <li>* Data-informed instruction</li> </ul> <p>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><b>[S 1.3] Targeted Intervention and Personalized Learning</b> 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><b>Benchmark Indicator</b> Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to</p>	<p><b>[A 1.3.1] Provide Resources for Struggling Learners</b> Students will be provided with additional resources as a result of RTI. Staff will track and monitor academic progress of students. Students requiring intervention will be determined by utilizing data from formative assessments including *Imagine*. Students will be provided with additional resources as the usage of RTI2 increases. Dates for bench-marking and setting developmental levels should be communicated in a timely manner as staff are trained. Corrective Action Plans will be implemented for small group intervention during weekly tutorial sessions. Students will participate in after-school tutorials and Thursday study sessions. Continued implementation of district benchmark assessments will be used in an effort to increase students' ability to use a variety of problem-solving strategies.</p>	<p>Dr. Wakima Tutwiler, Principal and ELA Teachers</p>	<p>05/24/2024</p>		

monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					
	<b>[A 1.3.2] Implement Extended Learning for Struggling Learners</b> Teachers will provide before/after school tutoring to respond to the unique needs of students and maximize their potential.	Dr. Wakima Tutwiler, Principal and ELA Teachers	05/24/2024		
	<b>[A 1.3.3] Integrate Technology in Classrooms</b> Provide updated technology to support both teaching and learning. Provide classrooms with digital learning tools, such as computers and hand held devices to expand course offerings, experiences, and learning materials; build 21st century skills; increase student engagement and motivation.	Dr. Wakima Tutwiler, Principal and ELA Teachers	05/24/2024		

**[G 2] Mathematics**

Medical District High School will increase Math on-track and mastery proficiency rates in all grades from 30.1% in 2022 to 35.1% in 2024.

We also want to ensure that Medical District High School students are successfully and concurrently working towards both an Honors Diploma and an Associate's Degree.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<b>[S 2.1] Standard Aligned Core Instruction</b> 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.	<b>[A 2.1.1] Conduct PLC Meetings and Collaboration</b> During weekly Math PLC meetings, teachers and administrators will engage in collaborative activities in which the team will disaggregate common assessments, formative assessments and summative assessment data to make informed instruction practice decisions. Discussions will be	Dr. Wakima Tutwiler, Principal and Math Teachers	05/24/2024		

<p><b>Benchmark Indicator</b> Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>centered around student work, lesson designs, and standards alignment.</p>				
	<p><b>[A 2.1.2] Analyze Student Data</b> During Data Meetings, teachers and administrators will engage in collaborative activities in which the team will disaggregate common assessment, formative assessment and summative assessment data to make informed instruction practice decisions. Discussions will be centered around student work, lesson designs, and standards alignment.</p>	<p>Dr. Wakima Tutwiler, Principal and Math Teachers</p>	<p>05/24/2024</p>		
	<p><b>[A 2.1.3] Conduct Informal Observations and Classroom Walkthroughs</b> The Instructional Leadership Team (ILT) conducts walkthroughs with the current district walkthrough document to ensure that teachers are planning and teaching standards-based math lessons that are</p>	<p>Dr. Wakima Tutwiler, Principal; Kuwane Turner, Vice</p>	<p>05/24/2024</p>		

	<p>aligned to core actions.</p> <p>Walkthroughs minimally occur bi-weekly and trends are discussed during ILT meetings. Based on the data collected, the ILT develops professional development sessions to improve instruction.</p>	Principal, and Math Teachers			
	<p><b>[A 2.1.4] Utilize Instructional Supplies and Equipment to Support Student Achievement</b> Curriculum aligned instructional supplies will be provided and academic programs will be implemented to increase student performance, support good first teaching and supplement instructional delivery.</p>	Dr. Wakima Tutwiler, Principal and Math Teachers	05/24/2024		
	<p><b>[A 2.1.5] Implement Delta Math</b> DeltaMath is a software program that allows teachers to create digital math assignments or test corrections for middle and high school students. All a student needs is an email address and a teacher-provided code or link to join. Students can easily locate upcoming, completed, and past-due assignments on their dashboard -- even if they have been enrolled in more than one DeltaMath class. Along with multiple-choice questions, fill-in-the-blank prompts, and timed challenges, question sets also include interactive modeling. A detailed solution is shown after every submitted answer, so observant students can easily learn from their mistakes and improve as they work. You can filter by Common Core State Standard (CCSS), grade level, or module to create assignments tailored to classroom needs, and you can look through each assignment, or view students' most recent attempts, to see both the individual questions attempted and the answers submitted.</p>	Dr. Wakima Tutwiler, Principal and Math Teachers	05/24/2024		
<p><b>[S 2.2] Professional Development</b> 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</p>	<p><b>[A 2.2.1] Conduct Weekly PLCs and Collaborative Planning</b> Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, benchmark assessments, and analyze student work.</p>	Dr. Wakima Tutwiler, Principal and Math Teachers	05/24/2024		



<p>performance.</p> <p><b>Benchmark Indicator</b> 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 Microsoft Teams 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 walkthroughs.</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</p>					
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<p>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><b>[A 2.2.2] Attend Ongoing, Job-Embedded Professional Development</b>  Instructional Support Coaches and other PD Professionals will provide professional development to assist teachers with research-based experiences which include:</p> <ul style="list-style-type: none"> <li>* thoughtfully planned and executed lessons</li> <li>* Attention to both skills-based and meaning-based competencies</li> <li>* Daily integration of reading, writing, speaking and listening to understand texts and express understanding</li> <li>* An environment that supports text-based discourse</li> <li>* Data-informed instruction</li> </ul>	<p>Dr. Wakima Tutwiler,  Principal and Math Teachers</p>	<p>05/24/2024</p>		
	<p><b>[A 2.2.3] Utilize the CANVAS Learning Management System</b>  Teachers will be provided with flexible alternatives to professional learning and support. Through CANVAS on-line modules, teachers will learn at their own pace and on their own time.</p>	<p>Dr. Wakima Tutwiler,  Principal and Math Teachers</p>	<p>05/24/2024</p>		
	<p><b>[A 2.2.4] Attend local, state, and national conferences</b>  MDHS staff will attend in-state and out-of-state professional development sessions and educational conferences to assist teachers with research-based experiences which include:</p> <ul style="list-style-type: none"> <li>* thoughtfully planned and executed lessons</li> <li>* Attention to both skills-based and meaning-based competencies</li> <li>* Daily integration of reading, writing, speaking and listening to understand texts and express understanding</li> <li>* An environment that supports text-based discourse</li> <li>* Data-informed instruction</li> </ul>	<p>Dr. Wakima Tutwiler,  Principal and Math Teachers</p>	<p>05/24/2024</p>		

<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b> Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>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><b>[A 2.3.1] Provide Resources for Struggling Learners</b> Students will be provided with additional resources as a result of RTI. Staff will track and monitor academic progress of students. Students requiring intervention will be determined by utilizing data from formative assessments including *Imagine*. Students will be provided with additional resources as the usage of RTI2 increases. Dates for bench-marking and setting developmental levels should be communicated in a timely manner as staff are trained. Corrective Action Plans will be implemented for small group intervention during weekly tutorial sessions. Students will participate in after-school tutorials and Thursday study sessions. Continued implementation of district benchmark assessments will be used in an effort to increase students' ability to use a variety of problem-solving strategies.</p>	<p>Dr. Wakima Tutwiler, Principal and Math Teachers</p>	<p>05/24/2024</p>		
	<p><b>[A 2.3.2] Implement Extended Learning for Struggling Learners</b> Teachers will provide before/after school tutoring to respond to the unique needs of students and maximize their potential.</p>	<p>Dr. Wakima Tutwiler, Principal and Math Teachers</p>	<p>05/24/2024</p>		
	<p><b>[A 2.3.3] Integrate Technology in Classrooms</b> Provide updated technology to support both teaching and learning. Provide classrooms with digital learning tools, such as computers and hand held devices to expand course offerings, experiences, and learning materials; build 21st century skills; increase student engagement and motivation.</p>	<p>Dr. Wakima Tutwiler, Principal and Math Teachers</p>	<p>05/24/2024</p>		

**[G 3] College and Career Readiness**

Medical District High School will increase the number of students taking the ACT and earning a Readiness score of 21 and over from 74.3% in 2022 to 80.0% in 2024.

Medical District High School maintains that 100% of the students will successfully complete one EPSO by the end of 2024,

**Performance Measure**

Performance effectiveness will be measure by the following:

\* Early Post Secondary Opportunities being offered

\* ACT composite score (21 or higher)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] ACT Preparation</b> Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p><b>Benchmark Indicator</b> 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><b>[A 3.1.1] Conduct ACT Workshops</b> Students will engage in structured ACT workshops to:</p> <ul style="list-style-type: none"> <li>* support student needs</li> <li>* monitor student progress</li> <li>* identify strategies to increase student composite scores</li> </ul>	<p>Dr. Wakima Tutwiler, Principal; Kuwane Turner, Vice Principal; and Jenene Sweezer, Guidance Counselor</p>	<p>05/24/2024</p>		
	<p><b>[A 3.1.2] Provide College Readiness Workshops for Parents</b> Parenting workshops will be conducted to update parents regarding:</p> <ul style="list-style-type: none"> <li>* college readiness standards</li> <li>* college application process</li> <li>* test-taking strategies</li> </ul>	<p>Dr. Wakima Tutwiler, Principal; Kuwane Turner, Vice Principal; and Jenene Sweezer, Guidance Counselor</p>	<p>05/24/2024</p>		
<p><b>[S 3.2] Early Post-Secondary Opportunities</b> Develop and expand opportunities for students to access multiple early post-secondary opportunities</p>	<p><b>[A 3.2.1] Partner with Southwest Community College</b> Medical District High School will maintain its</p>	<p>Dr. Wakima Tutwiler, Principal</p>	<p>05/24/2024</p>		

<p>(EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p><b>Benchmark Indicator</b> Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year.</p> <p>Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.</p>	<p>partnership with Southwest Community College under the governing of Memphis Shelby County Schools to support student participation in dual enrollment.</p>				
	<p><b>[A 3.2.2] Expand Opportunity to Access EPSOs</b> Medical District High School will develop and expand opportunities for all students to access multiple early post-secondary opportunities while still enrolled in high school.</p> <p>Students meeting dual-enrollment requirements at MDHS will continue to enroll in college courses for college credits prior to high school graduation. Students receive both high school and college credits at Southwest Community College concurrently.</p> <p>Bi-weekly report from counselor on progress towards ready graduate indicators and intervention plans for those in jeopardy.</p>	<p>Dr. Wakima Tutwiler, Principal and Jenene Sweezer, Guidance Counselor</p>	<p>05/24/2024</p>		
	<p><b>[A 3.2.3] Attend local, state, and national conferences</b> MDHS staff will attend in-state and out-of-state professional development sessions and educational conferences to expand opportunities for students to access multiple early</p>	<p>Dr. Wakima Tutwiler, Principal and designated MDHS Staff</p>	<p>05/24/2024</p>		

	post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.				
<p><b>[S 3.3] Career Exploration and Work-Based Learning Opportunities</b> 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><b>Benchmark Indicator</b> Semester review of student career interest inventories to gauge and support high school course planning.</p> <p>Quarterly monitor enrollment and course selection for 8th and 9th grade students in 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><b>[A 3.3.1] Provide College Readiness Counseling</b> Provide students with college and career planning opportunities that will assist in identifying interests and career-expectations.</p>	Jenene Sweezer, Guidance Counselor	05/24/2024		
	<p><b>[A 3.3.2] Offer Opportunity to Earn Dual Degrees</b> In partnership with Southwest Tennessee Community College, MDHS students have the opportunity to earn both a traditional high school diploma and an Associate Degree at the same</p>	Jenene Sweezer, Guidance Counselor	05/24/2024		

	<p>time.</p> <p>MDHS will offer the following Program Studies: Allied Health, Information Technology, and General Studies.</p>				
<p><b>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary)</b> ****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><b>Benchmark Indicator</b> 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><b>[A 3.4.1] Offer Summer Transitional Program</b> Medical District High will offer a summer transition program along with parent support meetings to aid students during their middle college experience.</p>	<p>Jenene Sweezer, Guidance Counselor</p>	<p>05/24/2024</p>		
<p><b>[G 4] Safe and Healthy Students</b> Medical District High School will reduce the percentage of chronically absent students from 14.3% in 2022 to 9.3% in 2024; and increase our attendance rate from 94.4% in 2022 to 98.0% in 2024.</p> <p><b>Performance Measure</b> Interventions and supports will be measured using the following:</p> <ul style="list-style-type: none"> <li>* PowerSchool Data</li> <li>* PowerBI Data</li> <li>* Share Point</li> </ul>					

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Attendance and Behavior Interventions and Supports</b>  Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b>  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><b>[A 4.1.1] Create a RTI-B Team</b>  The RTI-B team will work to provide evidence-based, problem-solving approaches to address student behavior. RTI2-B will focus on teaching students appropriate behaviors as opposed to punishing inappropriate behaviors and also develops positive relationships between students and school staff.</p>	<p>Kuwane Turner, Vice Principal and Jenene Sweezer, Guidance Counselor</p>	<p>09/29/2023</p>		
	<p><b>[A 4.1.2] Create a Crisis Team</b>  A team of people will be used to manage events and ensure appropriate actions are carried out based on the current impacts of the event, as well as potential risks and impacts</p>	<p>Dr. Wakima Tutwiler, Principal and Kuwane Turner, Vice Principal</p>	<p>09/29/2023</p>		
	<p><b>[A 4.1.3] Provide Incentives for Perfect Attendance and Good Behavior</b>  Students will be provided with incentives for</p>	<p>Dr. Wakima Tutwiler,</p>	<p>05/24/2024</p>		



	attending school daily, as well as good behavior. Students will be provided incentives with the NBA Award (Never Been Absent).	Principal and Asst. Principal			
<p><b>[S 4.2] Professional Development</b> Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p><b>Benchmark Indicator</b> Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>	<p><b>[A 4.2.1] Provide RTI-B Training</b> The RTI-B team will receive training from the district. The RTI-B team will work to provide evidence-based, problem-solving approaches to address student behavior. RTI2-B will focus on teaching students appropriate behaviors as opposed to punishing inappropriate behaviors and also develops positive relationships between students and school staff.</p>	Dr. Wakima Tutwiler, Principal and Kuwante Turner, Vice Principal	05/24/2024		
	<p><b>[A 4.2.2] Provide Crises Management Training</b> The Crises Management team will receive training from the district.</p>	Kuwane Turner, Vice Principal	12/15/2023		
	<p><b>[A 4.2.3] Complete Safe School Videos/Training</b> All MSCS Staff and Personnel will watch and complete safe school videos.</p>	Dr. Wakima Tutwiler, Staff, and Personnel	05/24/2024		
<p><b>[S 4.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p>	<p><b>[A 4.3.1] Engage Community Partners</b> Medical District High School will engage in meaningful collaboration with community partners.</p>	Dr. Tutwiler, Principal and Jenene Sweezer, Guidance Counselor	05/24/2024		

<p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>					
	<p><b>[A 4.3.2] Provide Parent Workshops</b>          Medical District High School will provide parent workshops and resources to give the parents suggestions on how to help their child at home.</p>	<p>Jenene Sweezer,          Guidance Counselor</p>	<p>05/24/2024</p>		
	<p><b>[A 4.3.3] Create a School Advisory Board</b>          MDHS will work with community stakeholders that will assist students with internships, externships, and mentorships.</p>	<p>Dr. Wakima Tutwiler,          Principal</p>	<p>05/24/2024</p>		