Westwood High Annual Plan (2022 - 2023)

Last Modified at Sep 30, 2022 11:37 AM CDT

[G 1] Westwood High School will increase ELA on track and/or mastery proficiency rates in grades 9-12 from 11.1% in Spring 2022 to 18% in Spring 2023.
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 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Support implementation of standards aligned curricula Rationale --------- *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. * Supporting Data --------------	**[A 1.1.1] Improve student achievement and growth by supporting rich learning environments.** Description ----------- *Westwood High School will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts.* Implementation -------------- *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.* *Daily classroom observations using the District	Julia Callaway, Principal; ELA Lead and Literacy Coach	05/26/2023		

Based on the 2021-22 TCAP Data Overall in ELA, 11.1% of all students met and/or exceeded performance rates. **Benchmark Indicator** Implementation ------------- *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.* *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.* *District and school ILT 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.* *Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.* Effectiveness ------------- *Effectiveness will be measured using the following tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*	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.* Effectiveness ------------ *Effectiveness will be measured using the following tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*

| | | [A 1.1.2] Implement Bi-Weekly Data Meetings
Description

Teachers will lead analysis of student work to move students from below to proficiency during bi-weekly data meetings.

Implementation

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.

Effectiveness

Effectiveness will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect | Julia Callaway, Principal; ELA Lead Teacher; Literacy Coach | 05/26/2023 | | |
| | | [A 1.1.3] Implement Collaborative Planning
Description
----

*PLCs will be used for collaborative planning of lesson plans. * | Julia Callaway, Principal; ELA Lead Teacher, and Literacy Coach | 05/26/2023 | | |

	Implementation ------------- *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.* *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.* Effectiveness ------------ *Effectiveness will be measured using the following tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*				
[S 1.2] Provide additional support for students who are failing to make academic progress Rationale --------- *There is a large number of students needing intervention in priority schools and school leaders and teachers need additional support and training to ensure RTI intervention blocks and	**[A 1.2.1] Implement Extended Learning Tutoring Program** Description ----------- *Westwood High School will provide an afterschool and Saturday Extended Learning Tutoring Program. The program will improve student achievement in all content areas, as well as the	PLC Coach	05/26/2023		

teacher-facing instruction is done with fidelity. Priority schools also need help accurately analyzing student data in order to prescribe aligned instruction that meet the needs of individual students. * Supporting Data -------------- *Based on the 2021-22 TCAP Data Overall in ELA, 11.1% of all students met and/or exceeded performance rates: 9th graders performed at 5.8%; 10th graders performed at 14.5%; and 11th graders performed at 33.3%. Of all the SWDs, 0.0% met and/or exceeded performance rates.* **Benchmark Indicator** Implementation -------------- *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.* *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.* *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. * Effectiveness -------------	ACT.* Implementation -------------- *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.* *Weekly review of grade reports for students enrolled in summer or extended learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. * Effectiveness ------------- *Effectiveness will be measured using the following tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*				

Effectiveness will be measured using the following tools: *TNReady Assessment* *District Formative Assessment using Mastery Connect*					
	[A 1.2.2] Implement Tier 2 and Tier 3 Small Group Instruction Description ----------- *Intervention blocks will embedded in the Master schedule to support tier 2 and tier 3 students to decrease skill deficits. * Implementation ------------- *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.* *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.* *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. *	Julia Callaway, Principal; PLC Coach, and Literacy Coach	05/26/2023		

	Effectiveness ------------ *Effectiveness will be measured using the following tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*				
	[A 1.2.3] Co-Teach with Inclusion Teachers Description ----------- *General education teachers will work with inclusion teachers to target students' gaps.* Implementation ------------- *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.* *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.* *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. * Effectiveness ------------ *Effectiveness will be measured using the following	Julia Callaway, Principal; ELA Teachers; Inclusion Teachers	05/26/2023		

	tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*			
[S 1.3] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms Rationale --------- *Provide professional development for teachers, administrators, and instructional facilitators 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.* Supporting Data --------------- *Based on the Spring 2022-23 Insight Survey, 71% of the teachers felt like Westwood High School is committed to improving instructional practice; 64 % of the teachers felt like professional development opportunities helped them improve there instruction.* **Benchmark Indicator** Implementation ------------- *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	**[A 1.3.1] Attend local, state, and national conferences** Description ----------- *Westwood 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 our ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, and PLC sessions weekly.* Implementation ------------- *Quarterly school-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.* *New teacher professional learning supports are offered at various times throughout each semester for new/novice teachers.* Effectiveness ------------ *Effectiveness will be measured using the following tools:* *TNReady Assessment*	Julia Callaway, Principal; ELA Lead; and Literacy Coach	05/26/2023	

in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.* *District and school level 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.* *Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure 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.* *ILT sessions are facilitated monthly by the Principal an Vice Principal at 85% attendance to support content lead teachers, the PLC Coach, and the instructional facilitator with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.* *Quarterly school-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.* *New teacher professional learning supports are offered at various times throughout each semester for new/novice teachers.* Effectiveness ------------	*District Formative Assessment using Mastery Connect*				

Effectiveness will be measured using the following tools: *TNReady Assessment* *District Formative Assessment using Mastery Connect*					
	[A 1.3.2] Provide Individualized Professional Learning Support *Description* ------------ *Tiered and differentiated support will be provided to teachers by school-based and central office instructional teams. * *Implementation* --------------- *District and school level 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.* *Effectiveness* -------------- *Effectiveness will be measured using the following tools:* *TNReady Assessment*	Julia Callaway, Principal; ELA Lead Teacher, and Literacy Coach	05/26/2023		

	District Formative Assessment using Mastery Connect				

[G 2] Westwood High School will increase Math on track and/or mastery proficiency rates in grades 9-12 from 1.9% in Spring 2022 to 10% in Spring 2023.
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 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards aligned curricula *Rationale* ----------- *All students deserve to be taught grade-level standards aligned curriculum with aligned work tasks that allow them to fully engage in the work of the standard. The proper use technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.* Supporting Data -------------- *Based on the 2021-22 TCAP Data Overall in Math, 1.9% of all students met and/or exceeded performance rates: 9th graders performed at 0.0%; 10th graders performed at 1.4%; and 11th graders performed at 5.0, and 12th graders performed at	**[A 2.1.1] Improve student achievement and growth by supporting rich learning environments.** *Description* ------------ *Westwood High School will secure supplies, materials, equipment and resources to support academic growth and achievement in Math.* *Implementation* ---------------- *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.* *Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to	Julia Callaway, Principal; PLC Coach	05/26/2023		

0.0%.* **Benchmark Indicator** *Implementation* ---------------- *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.* *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.* *District and school ILT 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.* *Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.* *Effectiveness* -------------- *Effectiveness will be measured using the following tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*	determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.* *Effectiveness* --------------- *Effectiveness will be measured using the following tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*				

| | | [A 2.1.2] Implement Bi-Weekly Data Meetings
Description

Teachers will lead analysis of student work to move students from below to proficiency during bi-weekly data meetings.

Implementation

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.

Effectiveness

Effectiveness will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect | Julia Callaway, Principal, Math Lead | 05/26/2023 | | |
| | | [A 2.1.3] Implement Collaborative Planning
Description

PLCs will be used for collaborative planning of lesson plans. | Julia Callaway; Math Lead Teacher | 05/26/2023 | | |

	Implementation ------------- *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.* *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.* Effectiveness ------------ *Effectiveness will be measured using the following tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*				
[S 2.2] Provide additional support for students who are failing to make academic progress Rationale --------- *There is a large number of students needing intervention in priority schools and school leaders and teachers need additional support and training to ensure RTI intervention blocks and	**[A 2.2.1] Implement Extended Learning Tutoring Program** Description ----------- *Westwood High School will provide an afterschool and Saturday Extended Learning Tutoring Program. The program will improve student achievement in all content areas, as well as the	Julia Callaway, Principal; Math Lead Teacher	05/26/2023		

teacher-facing instruction is done with fidelity. Priority schools also need help accurately analyzing student data in order to prescribe aligned instruction that meet the needs of individual students. * Supporting Data -------------- *Based on the 2021-22 TCAP Data Overall in Math, 1.9% of all students met and/or exceeded performance rates: 9th graders performed at 0.0%; 10th graders performed at 1.4%; and 11th graders performed at 5.0, and 12th graders performed at 0.0%. None of the 9th, 10th, and 12th grade SWDs met performance rates, but 16.7% of the 11th graders met and/or exceeded performance rates.* **Benchmark Indicator** Implementation -------------- *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.* *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.* *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. *	ACT.* Implementation -------------- *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.* *Weekly review of grade reports for students enrolled in summer or extended learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. * Effectiveness ------------- *Effectiveness will be measured using the following tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*				

Effectiveness ------------ *Effectiveness will be measured using the following tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*					
	[A 2.2.2] Implement Tier 2 and Tier 3 Small Group Instruction Description ----------- *Intervention blocks will embedded in the Master schedule to support tier 2 and tier 3 students to decrease skill deficits. * Implementation -------------- *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.* *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.* *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. *	Julia Callaway, Principal and Math Lead Teacher	05/26/2023		

	Effectiveness ------------- *Effectiveness will be measured using the following tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*				
	[A 2.2.3] Co-Teach with Inclusion Teachers Description ----------- *General education teachers will work with inclusion teachers to target students' gaps.* Implementation -------------- *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.* *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.* *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. * Effectiveness -------------	Julia Callaway, Principal and Math Lead	05/26/2023		

	Effectiveness will be measured using the following tools: *TNReady Assessment* *District Formative Assessment using Mastery Connect*				
[S 2.3] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms Rationale --------- *Provide professional development for teachers, administrators, and instructional facilitators 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.* Supporting Data --------------- *Based on the Spring 2022-23 Insight Survey, 71% of the teachers felt like Westwood High School is committed to improving instructional practice; 64 % of the teachers felt like professional development opportunities helped them improve there instruction.* **Benchmark Indicator** Implementation -------------- *Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to	**[A 2.3.1] Attend local, state, and national conferences** Description ----------- *Westwood 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 our ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, and PLC sessions weekly.* Implementation -------------- *Quarterly school-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.* *New teacher professional learning supports are offered at various times throughout each semester for new/novice teachers.* Effectiveness ------------ *Effectiveness will be measured using the following tools:* *TNReady Assessment*	Julia Callaway, Principal and Math Lead Teacher	05/26/2023		

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.* *District and school level 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.* *Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure 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.* *ILT sessions are facilitated monthly by the Principal an Vice Principal at 85% attendance to support content lead teachers, the PLC Coach, and the instructional facilitator with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.* *Quarterly school-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.* *New teacher professional learning supports are offered at various times throughout each semester for new/novice teachers.* Effectiveness	*District Formative Assessment using Mastery Connect*				

------------- *Effectiveness will be measured using the following tools:* *TNReady Assessment* *District Formative Assessment using Mastery Connect*					
	[A 2.3.2] Provide Individualized Professional Learning Support *Description* ------------- *Tiered and differentiated support will be provided to teachers by school-based and central office instructional teams. * *Implementation* --------------- *District and school level 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.* *Effectiveness* -------------- *Effectiveness will be measured using the following tools:* *TNReady Assessment*	Julia Callaway, Principal and Math Lead	05/26/2023		

	District Formative Assessment using Mastery Connect				

[G 3] Westwood High School will increase the percent of Ready Graduates from 18.0% in Spring 2022 to 27.3% in Spring 23; and increase the graduation rate of Spring 2022 from 76% to 84% by Spring 2023.
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 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] ACT Preparation *Rationale* ----------- *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.* *Supporting Data* ----------------- *Based on the 2021-22 Ready Graduate Data, 18.0% of WWHS are Ready Graduates; and 6.7% of those students scored at least one 21 or above score. There is also a graduation rate of 82% , as compared to 76% the previous year.*	**[A 3.1.1] Provide ACT Training for Teachers** *Staff will engage in professional development sessions to assist in:* * *student needs progress* * *identifying strategies to prepare students for the ACT*	Julia Callaway, Principal and Guidance Counselor	05/26/2023		

Benchmark Indicator *Implementation* --------------- *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.* *Effectiveness* --------------- *Performance effectiveness will be measure by the following:* * *Early Post Secondary Opportunities being offered* * *ACT composite score (21 or higher)*					
	[A 3.1.2] Conduct ACT Workshops *Students will engage in structured ACT workshops to:* * *support student needs* * *monitor student progress* * *identify strategies to increase student composite scores*	Julia Callaway, Principal and Guidance Counselor	05/26/2023		
	[A 3.1.3] Provide College Readiness Workshops for Parents *Parenting workshops will be conducted to update parents regarding:* * *college readiness standards* * *college application process* * *test-taking strategies*	Julia Callaway, Principal and Guidance Counselor	05/26/2023		

[S 3.2] Early Post Secondary Opportunities	[A 3.2.1] Dual Credit and Dual Enrollment	Julia Callaway, Principal and Guidance Counselor	05/26/2023		
Rationale ---------- *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.* *Supporting Data* ---------------- *Based on the 2021-22 Ready Graduate Data, 18.0% of WWHS are Ready Graduates; and 6.7% of those students scored at least one 21 or above score; There were 52.9% of students with more than 1 EPSO.* **Benchmark Indicator** *Implementation* ---------------- *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.* *Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year.* *Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP	*Enroll students in year-long Dual Credit Courses and Dual Enrollment Courses*				

courses. * *Effectiveness* -------------- *Performance effectiveness will be measure by the following:* * *Early Post Secondary Opportunities being offered* * *ACT composite score (21 or higher)*					
	[A 3.2.2] Offer ASVAB to explore military opportunities *All 11th and 12th-grade students and/or students that are at least 17 years of age, will complete the ASVAB assessment to explore military opportunities.* *The ASVAB will be offered at least four times within the school year.*	Julia Callaway, Principal	05/26/2023		
	[A 3.2.3] Offer Industry Certifications through CCTE Students will complete certification assessments.	Julia Callaway, Principal	05/26/2023		
[S 3.3] Career Exploration and Work-Based Learning Opportunities *Rationale* ---------- *Provide early opportunities for 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.* *Supporting Data* ----------------	**[A 3.3.1] Attend the College and Career Fair** 12th graders will attend a College and Career Fair in the Fall. 11th graders will attend a College and Career Fair in the Spring.	Julia Callaway, Principal and Guidance Counselor	05/26/2023		

Based on the 2021-22 Ready Graduate Data, 18.0% of WWHS are Ready Graduates; and 6.7% of those students scored at least one 21 or above score. There is also a graduation rate of 82% , as compared to 76% the previous year. **Benchmark Indicator** *Implementation:* ---------------- *Semester review of student career interest inventories to gauge and support high school course planning. * *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.* *Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades.* *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.* *Effectiveness:* --------------- *Performance effectiveness will be measure by the following:* * *Early Post Secondary Opportunities being					

offered* * *ACT composite score (21 or higher)*					
	[A 3.3.2] Provide College Readiness Counseling Provide students with college and career planning opportunities that will assist in identifying interests and career-expectations.	Guidance Counselor	05/26/2023		
[S 3.4] Effective Transitions (Middle to High to Post-Secondary) *Rationale* ----------- *Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.* *Supporting Data* ---------------- *Based on the 2021-22 Ready Graduate Data, 18.0% of WWHS are Ready Graduates; and 6.7% of those students scored at least one 21 or above score. There is also a graduation rate of 82% , as compared to 76% the previous year.* **Benchmark Indicator** *Implementation* --------------- *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;* *Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students;* *Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior	**[A 3.4.1] Offer Summer Transitional Program** *Westwood High will offer a summer transition program along with parent support meetings to aid students during their middle college experience.*	Guidance Counselor	07/14/2023		

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.* *Effectiveness:* *Performance effectiveness will be measure by the following:* * *Summer Attendance*					

[G 4] Westwood High School will decrease suspension rate from 15.9% in Spring 2022 to 10% in Spring 2023.
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 31.8% in 2022 to approximately 26.8% in 2023 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
[S 4.1] Provide support in developing a positive school culture and maintaining a school environment that is conducive to effective instruction *Rationale* ----------- *Teachers working in priority schools often need support working with larger number of students with a variety of academic challenges. Teachers are more successful when they have support to build capacity around good first teaching, knowledge of content standards, effective planning, and delivery of instruction with the social-emotional and academic needs and interest of students in	**[A 4.1.1] Implementation of Club and Student Leadership Opportunities** Description ----------- *Provide a brief narrative of the proposed action step.* Student clubs will be implemented twice a month. Student surveys will be conducted. A Student Congress will be created as advisory to administration. Implementation --------------	Ms. Bowles and Mr. Jones	08/31/2022		

mind. Priority school teachers need various supports that will help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work, and employing strategies that cognitively engage students in the work. We will provide training, tools, direct supports, coaching, and partner with proven effective vendors to provide training and support that will impact student outcomes. * *Supporting Data* ---------------- *Based on the Discipline Data from 2021-22, the suspension rate increased to 15.9% from 0.0% the previous year. The suspension rate for SWD increased to 12.3% from 0.0%.* **Benchmark Indicator** *Implementation* --------------- ** Informal Walkthrough data * Informal observation and feedback * Tier Rewards System* *Effectiveness* -------------- *Interventions and supports will be measured using the following:* * *PowerSchool Data* * *PowerBI Data* * *Share Point* ** Reduction of OSS suspensions for the 2022-23 school year*	*Identify the indicator(s) used to measure implementation of the action step.* Club Day calendar Student Technology Help Desk Student Congress Student Survey Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Results from student surveys Club Day Participation				

	[A 4.1.2] Promote Positive Behavior Intervention Support and SEL Description ----------- Implement RTI2 behavior prevention and intervention plans that provides support to students with fidelity. Implementation -------------- *Weekly* Effectiveness ------------- * Disciplinary rates will decrease from 15.9% in 2022 to 10.0% or below in 2023.	RTI-B Team	05/26/2023		
[S 4.2] Attendance and Behavior Interventions and Support *Rationale* ---------- *Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student support.* *Supporting Data* ---------------- *Based on the Discipline Data from 2021-22, the suspension rate increased to 15.9% from 0.0% the previous year. The suspension rate for SWD	**[A 4.2.1] Utilize RTI-B Team** *Description* ------------- *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.* *Implementation* ---------------- *Student discipline reports - 20 day reporting period	Marcus Jones, Asst. Principal and RTI-B Team	05/26/2023		

increased to 12.3% from 0.0%.* **Benchmark Indicator** *Implementation* ---------------- *In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:* *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.* *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. * *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).* *Effectiveness* -------------- *Interventions and supports will be measured using the following:* * *PowerSchool Data* * *PowerBI Data* * *Share Point*	will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.* *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. * *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).* *Effectiveness* -------------- *Interventions and supports will be measured using the following:* * *PowerSchool Data* * *PowerBI Data* * *Share Point*				
	[A 4.2.2] Implementation of Club and Student Leadership Opportunities *Description* ------------ *Student clubs will be implemented twice a month.	Mr. Jones, Assistant Principal	05/26/2023		

	Student surveys will be conducted. A Student Congress will be created as advisory to administration.* *Implementation* --------------- *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.* *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. * *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).* *Club Day calendar* *Student Technology Help Desk* *Student Congress* *Student Survey* *Effectiveness* -------------- *Interventions and supports will be measured using the following:* * *PowerSchool Data* * *PowerBI Data* * *Share Point*				

	Results from student surveys *Club Day Participation*				
[S 4.3] Professional Development *Rationale* ---------- *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.* *Supporting Data* ---------------- *Based on the Spring 2022-23 Insight Survey, 71% of the teachers felt like Westwood High School is committed to improving instructional practice; 64 % of the teachers felt like professional development opportunities helped them improve there instruction.* **Benchmark Indicator** *Implementation* --------------- *Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. * *Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and	**[A 4.3.1] Provide RTI-B Training** *Description* ------------ *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.* *Implementation* ---------------- *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.* *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. * *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).* *Effectiveness* -------------- *Interventions and supports will be measured using	Marcus Jones, Asst. Principal	10/31/2022		

erroneous reporting. * *Quarterly Reports will be shared district-wide.* *Effectiveness* --------------- *Interventions and supports will be measured using the following:* * *PowerSchool Data* * *PowerBI Data* * *Share Point*	the following:* * *PowerSchool Data* * *PowerBI Data* * *Share Point*				
	[A 4.3.2] Complete Safe School Videos/Training *Description* ------------- *All SCS Staff and Personnel will watch and complete safe school videos.* *Implementation* ---------------- *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.* *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. * *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).*	Marcus Jones, Asst. Principal	05/26/2023		

	Effectiveness -------------- *Completion of videos*				
[S 4.4] Parent, Family, and Community Engagement *Rationale* ----------- *Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.* *Supporting Data* ----------------- *Based on the Discipline Data from 2021-22, the suspension rate increased to 15.9% from 0.0% the previous year. The suspension rate for SWD increased to 12.3% from 0.0%. **In keeping with iZone's commitment to engaging families in meaningful opportunities to support accelerated school improvement and Westwood's core values, WWHS will seek to leverage a wide-range of experiences to connect our parents and community partners to the mission and vision we serve.* **Benchmark Indicator** *Implementation* --------------- *Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.* *At the end of each semester, review the attendance and discipline 20 day report for schools	**[A 4.4.1] Provide Parent Workshops** *Description* ------------ *Westwood High School will provide parent workshops and resources to give the parents suggestions on how to help their child at home.* *Implementation* --------------- *Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.* *Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.* *Effectiveness* -------------- *Interventions and supports will be measured using the following:* * *Parent Surveys* * *Attendance and sign-in sheets*	PLC Coach	05/26/2023		

that have a trained parent ambassador to determine the impact on their attendance rates.* *Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.* *Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.* *Effectiveness* -------------- *Interventions and supports will be measured using the following:* * *PowerSchool Data* * *PowerBI Data* * *Share Point*					
	[A 4.4.2] Engage Community Partners Description ----------- Westwood High School will engage in meaningful collaboration with community partners. Implementation -------------- *Evidence of community participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.* *Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.* *Effectiveness* --------------	Julia Callaway, Principal and PLC Coach	05/26/2023		

	Interventions and supports will be measured using the following: * *Surveys* * *Attendance and sign-in sheets*				