Raleigh Egypt Middle School Annual Plan (2023 - 2024)

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[G 1] Raleigh Egypt Middle will increase the TCAP ELA rate of met plus exceeded in grades 6th-8th from 6.8% in 2021-2022 to 16.2% in 2023-2024.
Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal
[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction (Support implementation of standards aligned curricula) Rationale --------- *Raleigh Egypt Middle will provide daily access to a rigorous curriculum that will develop students' deep understanding of content, provide quality Tier I instruction, performance-based objectives, tasks and assessments that are aligned with the State's academic content standards, and promote mastery of TN standards to ensure students are career and college ready.* Supporting Data -------------- In the Winter, 4.39% of the students met and exceeded expectation in ELA on Mastery Connect Assessment. By the Spring Mastery Connect Assessment 10.55% of the students met and exceeded expectation, resulting in a 6.16%	**[A 1.1.1] Support rich learning environments for students** Description ----------- To support a rich learning environment for students, the purchasing and securing supplies, instructional materials, equipment: Promethean Boards, instructional software, iReady, Nearpod, etc. will be utilized to support and increase student mastery of instructional standards to improve student achievement and growth in ELA. **Utilizing instructional equipment: Promethean Boards and instructional software will benefit teachers with enhancing delivery of instruction and providing standard aligned tasks to build students capacity around mastery of TN standards and provide teachers with real-time feedback to address academic gaps in ELA.** Implementation --------------	Principal Dione Curry, Asst. Principal Carolyn Brown, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd	05/31/2024	SSIG [$8535.00]	

increase. **Benchmark Indicator** Implementation -------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * *District Common Formative Assessments (Fall, Winter, and Spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Weekly Collaborative Planning Session agenda, sign in, and minutes* Effectiveness ------------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * *Increase quarterly ELA MasteryConnect on track and mastery by 20%* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.*	*Identify the indicator(s) used to measure implementation of the action step.* * *District Common Formative Assessments (fall, winter, and spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Weekly Collaborative Planning Session agenda, sign in, and minutes.* Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * *Increase quarterly ELA MasteryConnect on track and mastery by 20%* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes* **Itemized List of expenses for the action step that the grant will support.**				

	Three Promethean Boards @ $2,845.00 per Board =$8,535.00				
	[A 1.1.2] Access to Rigorous Curriculum Description ----------- *Raleigh Egypt Middle School will provide teachers with district curriculum resources such as, curriculum guides, reading prescriptions, and PLC guides that outline modules for essential knowledge as well as skills and tasks aligned to TN stated standards. Reading prescriptions and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.* Implementation -------------- * *District Common Formative Assessments (fall, winter, and spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Weekly Collaborative Planning Session agenda, sign in, and minute* Effectiveness ------------- * *Increase ELA MasteryConnect on track and mastery to 20% or above in Spring of 2024* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time* * *Lesson plan will indicate instructional shifts and	Principal Dione Curry, Asst. Principal Carolyn Brown, Asst. Principal Stacey Hill, PLC Coach Rosemary Byrd	03/29/2024		

	align with curriculum guides and maps 90% of the time* * *Teachers attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes*				
	[A 1.1.3] Alignment of Classroom Observation and Feedback Description ----------- *Utilize formal observations (TEM rubric) and the Districts Classroom Walkthrough Protocol and Debriefing document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.* Implementation -------------- * *District Common Formative Assessments (Fall, Winter, and Spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Weekly Collaborative Planning Session agenda, sign in, and minutes.* Effectiveness ------------ * *Increase quarterly ELA MasteryConnect on track and mastery by 20%* * *Increase the implementation of the educational shifts and gradual release model by 80% within the	Dione Curry, Carolyn Brown, Rosemary Byrd	03/29/2024		

	classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.*				
	[A 1.1.4] Intervention Period Description ----------- *IZone schools attend school an extra hour each day. Math intervention period will be utilized to target and move students from below to approaching and on-track students to mastery by double-dosing them on tested standards.* Implementation -------------- * *District Common Formative Assessments (fall, winter, and spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Weekly Collaborative Planning Session agenda, sign in, and minutes* Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student	Dione Curry, Carolyn Brown	05/31/2024		

	achievement.* * *Increase ELA MasteryConnect on track and mastery to 20% or above in Spring of 2024* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time* * *Lesson plan will indicate instructional shifts and align with curriculum guides and maps 90% of the time* * *Teachers attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes *				
[S 1.2] Professional Development Rationale --------- Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Supporting Data: --------------- In the Winter, 4.39% of the students met and exceeded expectation in ELA on Mastery Connect Assessment. By the Spring Mastery Connect Assessment 10.55% of the students met and exceeded expectation, resulting in a 6.16% increase. **Benchmark Indicator** Implementation -------------- * *Weekly classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*	**[A 1.2.1] Professional Learning Communities** Description ----------- *Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.* Implementation -------------- * *Weekly classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Monthly Instructional Leadership Team (ILT) meetings* * *Quarterly district and school level PD sessions* * *Monthly New teacher professional learning supports* * *Weekly Professional Learning Communities agenda and outputs* * *Weekly Collaborative Planning Session agenda and sign in * * *Weekly Professional Development agenda, minutes, and sign in*	Rosemary Byrd	04/30/2024		

* *Monthly Instructional Leadership Team (ILT) meetings* * *Quarterly district and school level PD sessions* * *Monthly New teacher professional learning supports* * *Weekly Professional Learning Communities agenda and outputs* * *Weekly Collaborative Planning Session agenda and sign in * * *Weekly Professional Development agenda, minutes, and sign in* Effectiveness ------------ * *Increase quarterly ELA MasteryConnect on track and mastery by 20% or above on spring assessment 2024.* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.*	Effectiveness ------------ * *Increase quarterly ELA MasteryConnect on track and mastery by 20% by or above on Spring assessment 2024.* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes .*				
	[A 1.2.2] New Teacher Mentor Description ----------- *Teachers with 0-1 year of experience are assigned a mentor to collaborate with as needed and/or required by school leaders. The mentor provides professional learning in classroom management, pedagogy, and overall expectations to support the new teachers in areas of opportunities or specified	Rosemary Byrd	04/30/2024		

	from school admin.* Implementation ------------- * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Monthly Instructional Leadership Team (ILT) meetings* * *Quarterly district and school level PD sessions* * *Monthly New teacher professional learning supports* * *Weekly Professional Learning Communities agenda and outputs* * *Weekly Collaborative Planning Session agenda and sign in * * *Weekly Professional Development agenda, minutes, and sign in * Effectiveness ------------ * *Increase quarterly ELA MasteryConnect on track and mastery by 20% or above on Spring assessment 2024.* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes *				
	[A 1.2.3] Provide Professional Development Opportunities for Instructional Leaders	Dione Curry, Carolyn	04/30/2024		

| | | Description
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*The REMS instructional leadership team will attend zone meetings, district professional development sessions designed for leaders, as well as use Title I funding to attend targeted educational conferences in town and out of town to ensure they are equipped to provide the necessary training to the REMS faculty. It is important that they maintain high skill levels and are in-tuned to the advancements in the educational arena in order to effectively train others. *

Implementation
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* *Weekly Lesson Plan Feedback*
* *Weekly Data-Driven PLC Meeting Minutes*
* *Weekly Collaborative Planning Sessions*
* *Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members*
* *Bi-weekly Instructional Leadership Team (ILT) meetings*
* *Monthly New Teacher Mentor Meeting Minutes*
* *Monthly Zone Leadership meetings*
Effectiveness
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* *Increase quarterly ELA MasteryConnect on track and mastery by 20% or above on Spring assessment 2024.*
* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.*
* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*
* *Teachers attending weekly collaborative planning | Brown, Rosemary Byrd | | | |

	sessions at 95% of time with positive engagement, input and output documented in minutes*				
	[A 1.2.4] Increase Parental Involvement and Engagement Description ----------- *Administrative staff and teachers will provide training and resources for parents to assist their children in building reading comprehension and fluency. Administrative staff will communicate to parents the strategies and resources used in the delivery of reading instruction at REMS. Administrative staff will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. * Implementation ------------- * *Weekly Data-Driven PLC Meeting Minutes* * *Weekly Collaborative Planning Sessions* * *Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members* * *Bi-weekly Instructional Leadership Team (ILT) meetings* * *Quarterly Data Meetings* * *Quarterly Parent Conferences* * *Quarterly Academic meetings* Effectiveness ------------ * *20% of our students will score on track and master on the quarterly ELA MasteryConnect Assessment in 2023* * *Increase teacher implementation of identified instructional shifts at or above 70% of teaching	Dione Curry, Carolyn Brown, Rosemary Byrd, Tina Simmons (Family Engagement Specialist)	05/30/2024		

	time by Quarter 2.* * *Monitor 20-day attendance of grade level teachers and co-teachers at or above 85%.* * *Monitor quarterly attendance of parents attending specified meetings at or above 70%*				
[S 1.3] Targeted Intervention and Personalized Learning Rationale --------- Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. Supporting Data -------------- *Spring 2022-23 Mastery Connect data shows that EL students that met/exceeded expectations increased by 2.7% from Winter to Spring. SWD increased by 10.8% from Winter to Spring.* **Benchmark Indicator** Implementation: -------------- * *Daily Enrichment classes built into the Master Schedule* * *Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool)* * *iReady Reading Diagnostic Results three times during school year (Fall, Winter, Spring)* * *Monthly Reading Intervention Fidelity Checks* * *Monthly Teacher Common Formative Assessments Data Digs* * *Quarterly District Common Formative Assessments - Fall, Winter, Spring (OT/M 20%+)*	**[A 1.3.1] Implement RTI2- Tier II and Tier III Instruction with Fidelity** Description ----------- *Added support will be provided weekly and bi-weekly for Tier 2 and tier 3 intervention through *iReady that will focus on areas of deficit that have been identified and supported by the program, student work, and teacher of record input. This additional work will allow students to engage in content at their level of comprehension in an effort to curve their learning gap.* Implementation -------------- * *Quarterly RTI differentiated training PD sessions and sign in sheets * * *Monthly progress monitoring data reports with a focus on deficit areas * * *Monthly data team meetings agendas and sign in sheets * * *Bi-Quarterly review of grade reports for at-risk or identified students* Effectiveness ------------- * *Increase ELA MasteryConnect for identified at-risk students on track and mastery to 20% or above by spring assessment 2024* * *Monthly data team meetings show 100% participation from teachers and administration*	Christine Fondren, Rosemary Byrd	04/30/2024		

Effectiveness: -------------- * EOY TnReady Assessment meeting our 16.2% AMO in ELA * 100% of Tier II and Tier III students scheduled correctly in Intervention classes by the end of Quarter 1. * 20% of Tier II and Tier II students will progress to next instructional level/skill or meet academic goals quarterly. * Quarterly Student work and RTI data trends will be at or above 70% * Student weekly on-line and engagement time will be at a minimum of 90% (time and response driven) * 20% of our students will score (OT/M) on the quarterly District Common Formative Assessments in SY 2023-24	* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*				
	[A 1.3.2] Purchase Additional Educational Resources Description ----------- *Title 1 funds will be utilized to purchase academic Resources for struggling students to improve reading achievement. To assist with student engagement, more high-interest text and technology will be purchased. * Implementation -------------- * *Daily Enrichment classes built into the Master Schedule* * *Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool)* * *iReady Reading Diagnostic Results three times during school year*	Rosemary Byrd	01/01/2024		

| | * *Monthly Reading Intervention Fidelity Checks*
* *Monthly Teacher Common Formative Assessments Data Digs*
* *Quarterly District Common Formative Assessments - Fall, Winter, Spring (OT/M 20%+)*
* *EOY TnReady Assessment meeting our 16.2% AMO in ELA *

Effectiveness
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* 100% of Tier II and Tier III students scheduled correctly in Intervention classes by the end of Quarter 1.
* 20% of Tier II and Tier III students will progress to next instructional level/skill or meet academic goals quarterly.
* Student work and RTI data trends will be at or above 70% quarterly
* Student weekly on-line and engagement time will be at a minimum of 90% (time and response driven)
* 20% of our students will score (OT/M) on the quarterly District Common Formative Assessments in 2024 | | | | |

[G 2] Raleigh Egypt Middle will increase the TCAP Math rate of met plus exceeded in grades 6th-8th from 1.9% in 2021-2022 to 14.5% in 2023-2024.
Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal
[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

| [S 2.1] Standard Aligned Core Instruction
Rationale:

Raleigh Egypt Middle School will provide daily access to a rigorous curriculum that will develop students' deep understanding of content, provide quality Tier I instruction, performance-based objectives, task, assessments that are aligned with the State's academic content standards, and promote mastery of TN standards to ensure students are career and college ready.

Supporting Data

Data shows that approximately 3.4% of students scored early on grade level and mid or above grade level in Math on the 2021-22 Spring I-Ready Assessment. Spring of 2022-23, 13.3% of students scored early on grade level and mid or above grade level, resulting in a 9.9% increase.

Benchmark Indicator
Implementation

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

· * **District Common Formative Assessments (Fall, Winter, and Spring)*

*· **Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*

*· **Quarterly review of TEM observation data* | [A 2.1.1] Support rich learning environment for students
Description
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*To support a rich learning environment for students, the purchasing and securing supplies, instructional materials, equipment: **Promethean Boards**, instructional software: **Edulastics**, iReady, Nearpod, etc. will be utilized to support and increase student mastery of instructional standards to improve student achievement and growth in Math.*

Implementation
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* *District Common Formative Assessments (fall, winter, and spring)*
* *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*
* *Quarterly review of TEM observation data*
* *Weekly lesson plan review*
* *Quarterly progress and report cards*
* *Bi-Weekly Classroom walkthrough reports *
* *Weekly Collaborative Planning Session agenda, sign in, and minutes*

Effectiveness
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* *Increase quarterly Math Mastery Connect on track and mastery by 15% or above by spring assessment 2024.*
* *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.*
* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps | Principal Dione Curry, Asst. Principal Carolyn Brown, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 04/30/2024 | SSIG [$1800.00] | |

*· **Weekly lesson plan review* *· **Quarterly progress and report cards* *· **Bi-Weekly Classroom walkthrough reports * *· **Quarterly Collaborative Planning Session agenda, sign in, and minutes* Effectiveness ------------ · *Increase quarterly Math MasteryConnect on track and mastery by 15% or above by spring assessment 2024.* · *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* · *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* · *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes *	90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.* Itemized List of expenses for the action step that the grant will support. Edulastics Subscription 18 Teachers @ $100.00 = $1800.00				
	[A 2.1.2] Access to Rigorous Curriculum Description ----------- *Raleigh Egypt Middle School will provide teachers with district curriculum resources such as, curriculum guides, reading prescriptions, and PLC guides that outline modules for essential knowledge as well as skills and tasks aligned to TN stated standards. Reading prescriptions and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.*	Rosemary Byrd, Carolyn Brown	05/31/2024		

| | Implementation
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* *District Common Formative Assessments (fall, winter, and spring)*
* *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol*
* *Quarterly review of TEM observation data*
* *Weekly lesson plan review*
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* *Bi-Weekly Classroom walkthrough reports *
* *Weekly Collaborative Planning Session agenda, sign in, and minutes*

Effectiveness
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* *Increase quarterly Math Mastery Connect on track and mastery by 15% or above by spring assessment 2024.*
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* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*
* *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.* | | | | |
| | **[A 2.1.3] Alignment of Classroom Observations and Feedback**
Description
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*Utilize formal observations (TEM rubric) and the Districts Classroom Walkthrough Protocol and Debriefing document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards | Dione Curry, Caroyln Brown, Rosemary Byrd | 05/31/2024 | | |

	and evidenced based strategies are used to address varying student needs.* Implementation ------------- * *District Common Formative Assessments (fall, winter, and spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Weekly Collaborative Planning Session agenda, sign in, and minutes* Effectiveness ------------ * *Increase quarterly Math MasteryConnect on track and mastery by 15% or above by spring assessment 2024.* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes *				
	[A 2.1.4] Intervention Period Description ----------	Dione Curry, Carolyn Brown,	04/30/2024		

	IZone schools attend school an extra hour each day. Math intervention period will be utilized to target and move students from below to approaching and on-track students to mastery by double-dosing them on tested standards. Implementation ------------- * *District Common Formative Assessments (fall, winter, and spring)* * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Quarterly review of TEM observation data* * *Weekly lesson plan review* * *Quarterly progress and report cards* * *Bi-Weekly Classroom walkthrough reports * * *Weekly Collaborative Planning Session agenda, sign in, and minutes* Effectiveness ------------ * *Increase quarterly Math MasteryConnect on track and mastery by 15% or above by Spring assessment 2024.* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time by quarter 3.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. *	Rosemary Byrd,			
[S 2.2] Professional Development Rationale --------- Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional	**[A 2.2.1] Professional Learning Communities** Description ----------- *Weekly PLC meetings are held during common planning time. Teachers are provided quality professional training from school, IZone and district	Rosemary Byrd	05/31/2024		

staff that focuses on instructional shifts and strategies that result in improved student performance. Supporting Data -------------- *Data shows that approximately 3.4% of students scored early on grade level and mid or above grade level in Math on the 2021-22 Spring I-Ready Assessment. Spring of 2022-23, 13.3% of students scored early on grade level and mid or above grade level, resulting in a 9.9% increase.* **Benchmark Indicator** Implementation -------------- · *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* · Monthly *Instructional Leadership Team (ILT) meetings* · *Quarterly district and school level PD sessions* · Monthly *New teacher professional learning supports* · Weekly *Professional Learning Communities agenda and outputs* · *Weekly Collaborative Planning Session agenda and sign in *	staff.* Implementation -------------- * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Monthly Instructional Leadership Team (ILT) meetings* * *Quarterly district and school level PD sessions* * *Monthly New teacher professional learning supports* * *Weekly Professional Learning Communities agenda and outputs* * *Weekly Collaborative Planning Session agenda and sign in * * *Weekly Professional Development agenda, minutes, and sign in * Effectiveness ------------ * *Increase Math Mastery Connect on track and mastery by 15% or above on spring assessment 2024.* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time* * *New teachers will attend quarterly support related sessions 95% of the time* * *Quarterly PD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time*				

· *Weekly Professional Development agenda, minutes, and sign in * Effectiveness ------------ · *Increase Math MasteryConnect on track and mastery by 15% or above on Spring assessment 2024.* · *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time* · *New teachers will attend monthly support related sessions 95% of the time* · *Quarterly PD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time*					
	[A 2.2.2] New Teacher Mentor Description ---------- *Teachers with 0-1 year of experience are assigned a mentor to collaborate with as needed. The mentor provides professional and content insight from a seasoned teacher.* Implementation ------------- * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Monthly Instructional Leadership Team (ILT) meetings* * *Quarterly district and school level PD sessions* * *Monthly New teacher professional learning	Dione Curry, Carolyn Brown, Rosemary Byrd	05/30/2024		

	supports* * *Weekly Professional Learning Communities agenda and outputs* * *Weekly Collaborative Planning Session agenda and sign in * * *Weekly Professional Development agenda, minutes, and sign in * Effectiveness ------------ * *Increase Math Mastery Connect on track and mastery by 15% or above on spring assessment 2024.* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time.* * *New teachers will attend monthly support related sessions 95% of the time.* * *Quarterly PD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time.*				
	[A 2.2.3] Provide Professional Development Opportunities for Leaders Description ----------- The REMS instructional leadership team will attend zone meetings, district professional development sessions designed for leaders, as well as use Title I funds to attend targeted educational conferences in town and out of town to ensure they are equipped to provide the necessary training to the REMS faculty. It is important that they maintain high skill levels and are in-tuned to the advancements in the educational arena in order to effectively train others.	Dione Curry, Carolyn Brown, Rosemary Byrd	06/28/2024		

	Implementation ------------- * Weekly Lesson Plan Feedback * Weekly Data-Driven PLC Meeting Minutes * Weekly Collaborative Planning Sessions * Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the Educational Epiphany Classroom Walkthrough Protocol by Administration and ILT members * Bi-weekly Instructional Leadership Team (ILT) meetings * Monthly New Teacher Mentor Meeting Minutes * Monthly Zone meetings Effectiveness ------------ * *Increase Math Mastery Connect on track and mastery by 15% or above on spring assessment 2024.* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time.* * *New teachers will attend quarterly support related sessions 95% of the time* * *Quarterly PD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time.*				
	[A 2.2.4] Provide Training for Working With ELL, SWD, At-Risk Students Description ----------- Title I funds will be utilized for teachers to receive training and attend workshops on maximizing instruction and learning for ELL, SWD, and At-Risk students. This training may be on the school level, district level, and/or vendor-led.	Dione Curry, Carolyn Brown, Rosemary Byrd, Christine Fondren	05/31/2024		

	Implementation ------------- * *Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol* * *Instructional Leadership Team (ILT) meetings* * *Quarterly district and school level PD sessions* * *New teacher professional learning supports* * *Professional Learning Communities agenda and outputs* * *Weekly Collaborative Planning Session agenda and sign in * * *Weekly Professional Development agenda, minutes, and sign in * Effectiveness ------------ * *Increase Math Mastery Connect on track and mastery by 15% or above on spring assessment 2024.* * *Increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time.* * *New teachers will attend quarterly support related sessions 95% of the time.* * *Quarterly PD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time.*				
[S 2.3] Targeted Interventions and Personalized Learning Rationale --------- Provide academic interventions, personalized	**[A 2.3.1] Implement RTI2- Tier II and Tier III Instruction with Fidelity** Description ----------- *Added support will be provided weekly and	Christine Fondren and Rosemary Byrd	04/30/2024		

learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Supporting Data -------------- * Mastery Connect 2022-23 Math Data shows REMS EL students that met or exceeded expectations decreased by 8.72% from Winter to Spring. SWD decreased by 9.61% from Winter to Spring. **Benchmark Indicator** Implementation -------------- * *Daily Enrichment classes built into the Master Schedule* * *Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool)* * *iReady Reading Diagnostic Results three times during school year (Fall, Winter, Spring)* * *Monthly Reading Intervention Fidelity Check* * *Monthly Teacher Common Formative Assessments Data Digs* * *Quarterly District Common Formative Assessments - Fall, Winter, Spring (OT/M 20%+)* Effectiveness ------------ * EOY TnReady Assessment meeting our 14.5%	bi-weekly for Tier 2 and tier 3 intervention through *iReady that will focus on areas of deficit that have been identified and supported by the program, student work, and teacher of record input. This additional work will allow students to engage in content at their level of comprehension in an effort to curve their learning gap.* Implementation -------------- * *Quarterly RTI differentiated training PD sessions and sign in sheets * * *Monthly progress monitoring data reports with a focus on deficit areas * * *Monthly data team meetings agendas and sign in sheets * * *Bi-Quarterly review of grade reports for at-risk or identified students* Effectiveness ------------ * *Increase Math MasteryConnect for identified at-risk students on track and mastery to 15% or above by spring assessment 2024.* * *Monthly data team meetings show 100% participation from teachers and administration.* * *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*				

AMO in Math. * 100% of Tier II and Tier III students scheduled correctly in Intervention classes by the end of Quarter 1. * 15% of Tier II and Tier III students will progress to next instructional level/skill or meet academic goals quarterly. * Student work and RTI data trends will be at or above 70% quarterly. * Student weekly on-line and engagement time will be at a minimum of 90% (time and response driven) * 15% of our students will score (OT/M) on the quarterly District Common Formative Assessments in SY 2023-24					
	[A 2.3.2] Purchase Additional Educational Resources Description ----------- *Title I funds will be utilized to purchase academic resources for struggling students to improve reading achievement. To assist with student engagement, more high-interest text and technology will be purchased.* Implementation -------------- * *Daily Enrichment classes built into the Master Schedule* * *Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool)* * *iReady Reading Diagnostic Results three times during school year* * *Monthly Reading Intervention Fidelity Checks* * *Monthly Teacher Common Formative Assessments Data Digs* * *Quarterly District Common Formative	Rosemary Byrd	01/01/2024		

| | Assessments - Fall, Winter, Spring (OT/M 70%+)*
* *EOY TnReady Assessment meeting our 15% AMOs per content area*

Effectiveness
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* 100% of Tier II and Tier III students scheduled correctly in Intervention classes by the end of Quarter 1.
* 15% of Tier II and Tier II students will progress to next instructional level/skill or meet academic goals quarterly.
* Student work and RTI data trends will be at or above 70% quarterly.
* Student weekly on-line and engagement time will be at a minimum of 90% (time and response driven)
* 15% of our students will score (OT/M) on the quarterly District Common Formative Assessments in 2024 | | | | |

[G 3] Raleigh-Egypt Middle School will reduce chronic absenteeism from 7.7% in SY22-23 to 6.93%in SY23-24.
Student Support and Services | Best for All Strategic Plan alignment: Student Readiness

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

[S 3.1] Attendance and Behavior Interventions and Supports (Support students in overcoming barriers related to student attendance) Rationale --------- Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Supporting Data --------------- *Data shows that SY 2022-23, chronic absenteeism rate reduced by 24.9% compared to SY2021-22.* **Benchmark Indicator** Implementation -------------- · *Monthly RTI2B Meetings Minutes* *· **Monitor RTIB2 Plan Successes/Challenges Quarterly* *· **20-day attendance and suspension data (****Power BI Data Reports)*** *· **20-day student discipline reports* Effectiveness ------------ * *Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 96.9 in SY 2022-23 to 98.0% or higher in SY 2-23-24.* * *85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of	**[A 3.1.1] Utilize Progressive Discipline** Description ----------- *Utilize progressive disciplinary steps and specialized intervention supports (RTIB2) in an effort to decrease behavior referrals. Behavioral referrals can go to the school counselor, school social worker, or behavior specialist depending on the student's needs to avoid out-of-school suspensions. Students will work with these specialized services to improve their behavior over time. * Implementation -------------- * *Monthly RTI2B Meetings Minutes* * *Monitor RTIB2 Plan Successes/Challenges Quarterly* * *20-day attendance and suspension data* * *20-day student discipline reports* * *Monitor PowerBI Monthly Reports* Effectiveness ------------- * *Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase from 96.9% in SY2022-23 to 98.0% or higher in SY2023-24.* * *85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.* * *Chronically out of school rates will decrease from 8.8 % in SY2022-23 to 6.93% or below in SY2023-24.*	Principal Dione Curry and Asst. Principal Carolyn Brown	05/31/2024		

the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.* * *Chronically out of school rates will decrease from 7.7% in SY2022-23 to 6.9 or below in SY 2023-24.* * *					
	[A 3.1.2] Utilize a Behavioral Specialist Description ----------- **REMS **Behavioral Specialist will implement targeted interventions and support programs that address identified behavior needs and provide appropriate student supports that will give students the opportunity to address behaviors and work toward solutions that will keep them in the classroom. Implementation -------------- * Monthly RTI2B Meetings Minutes * Monitor RTIB2 Plan Successes/Challenges Quarterly * 20-day attendance and suspension data * 20-day student discipline reports * Monitor BryteBites Database Monthly * Monitor PowerBI Monthly Effectiveness ------------ * *Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase from 96.9% in SY2022-23 to 98.0% or higher in SY2023-24.* * *85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second	Dione Curry and Carolyn Brown	05/31/2024		

	quarter and 100% accuracy rate by the end of the third quarter.* * *Chronically out of school rates will decrease from 8.8 % in SY2022-23 to 6.9% or below in SY2023-24.*				
	[A 3.1.3] Implement Preventive Interventions Description ----------- *Implement support programs and initiatives that address identified behavioral needs and provide appropriate student supports to prevent students from exhibiting inappropriate behaviors. Such programs will be used to help students avoid becoming chronically absent and/or becoming "frequent flyers" ********with administrative referrals. Our RTI2-B initiative and School Discipline Team will be led by the Assistant Principal and will include the administrative staff, teachers, behavioral professional, and support staff. The purpose of the RTI2-B plan is to implement proactive strategies for defining, teaching, and supporting appropriate student behaviors. ****Our school Discipline team will develop incentives for students meeting academic, attendance, and behavior goals*.** **Incentives can be utilized to help prevent inappropriate behavior, decrease chronic absenteeism, and encourage students to reach the goal of 70% proficiency or above on District CFAs and state assessments.** Implementation -------------- * Monthly RTI2B Meetings Minutes * Monitor RTIB2 Plan Successes/Challenges Quarterly * 20-day attendance and suspension data * 20-day student discipline reports (**Power BI Data Reports)**	Principal Dione Curry, Asst. Principal Brown, and Asst. Principal Stacey Hill	05/31/2024	SSIG [$6975.75]	

	* 20-day student celebrations/incentives** (payment invoices)**				
	Effectiveness ------------ * *Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase from 96.9% in SY2022-23 to 98.0% or higher in SY2023-24.* * *85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.* * *Chronically out of school rates will decrease from 8.8 % in SY2022-23 to 6.9% or below in SY2023-24.* **Itemized List of Expenses for the action step that the grant will support.** **Discovery Park of America Student will explore MathScience, and ELA by experiencing hands-on, state-of-the-art learning from around the world to discover how classroom instruction is applied to the real world. ** **Date: May 10, 2024** **Transportation: 3 Buses at $1,284.00/each = $3,852.00** **Museum Admission:125 Students @ $24.99/each= $3,123.75** ** Total = $6,975.75**				

[S 3.2] Professional Development	[A 3.2.1] Increase Student Engagement	Principal Dione Curry, Asst. Principal Carolyn Brown, Asst. Principal Stacey Hill and PLC Coach Rosemary Byrd	05/31/2024	SSIG [$2500.00]	
Rationale --------- *Provide/allow participation in ongoing, high-quality professional development at the district and school levels for school leaders, teachers, and other instructional staff to focus on changing instructional and behavioral practices and social-emotional learning that result in improved student attendance and behavior. * Supporting Data -------------- *Data shows that REMS attendance rate decreased by 24.9% from SY2021-22 to SY2022-23.* **Benchmark Indicator** Implementation -------------- * *Quarterly Parent/Student Surveys* * *Weekly walk-through feedback* * *20-day attendance and suspension data* * *ILT and school counselors will review Power BI data report quarterly to monitor if PD offerings are supporting student attendance outcomes* * *ILT will review Power BI data bi-weekly to review the impact on academic outcomes to attendance* * *20-day student discipline report* * * Weekly PD Agendas will ensure topics are data driven and support the expected outcomes* * *Quarterly PLZ transcripts to monitor teacher attendance quarterly at 85% or above to specific trainings* * *Monthly Teacher led PD feedback will be used to determine if PD offerings are viewed as effective by	Description ---------- *Targeted professional developments will be implemented to define effective strategies for increasing student engagement and achievement. School administrative staff will identify and invite a cadre of highly effective teachers and presenters to deliver professional development to peers. The instructional leadership team will provide professional development on how to effectively combine the use of curriculum, technology, and teaching strategies, including the Personalized Learning Pathways model, to motivate students to take ownership of their education, ultimately increasing student engagement. * Implementation -------------- * *Quarterly Parent/Student Surveys* * *Weekly walk-through feedback* * *20-day attendance and suspension data* * *ILT and school counselors will review Bright Bytes data report quarterly to monitor if PD offerings are supporting student attendance outcomes.* * *ILT will review Power BI data bi-weekly to review the impact on academic outcomes to attendance.* * *20-day student discipline report * * *Weekly PD Agendas will ensure topics are data driven and support the expected outcomes.* * *Quarterly PLZ transcripts to monitor teacher attendance at 85% or above to specific trainings.* * *Monthly Teacher led PD feedback will be used to determine if PD offerings are viewed as effective by our teachers.* Effectiveness				

our teachers* Effectiveness ------------ * *Quarterly Data is reviewed and supported by outcomes at 100% of the time.* * *Monthly Teacher feedback surveys will be positive responses at or above 80%.* * *20-day Student attendance data forms will be at or above 85% per class/teacher.* * *Weekly PD agendas will reflect teacher needs (based on need assessments) 100% of the time.* * **Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase from 96.9 in SY 2022-23 to 98.0% or higher in SY 2-23-24. (every 20 days)** * **85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter. (quarterly)** * **Chronically out of school rates will decrease from 7.7% in SY2022-23 to 6.9 or below in SY 2023-24. (yearly)**	------------- * *Quarterly CFA Data is reviewed and supported by outcomes at 100% of the time* * *Monthly Teacher feedback will be positive responses at or above 80%* * *20-day Student attendance rata data will be at or above 85% per class/teacher* * *Weekly PD agendas will reflect teacher needs (based on need assessments) 100% of the time.*				
	[A 3.2.2] Provide Social-Emotional Learning Professional Development Opportunities Description ---------- *Due to the low social economic background of our students, there is a great need to provide social-emotional learning opportunities. It is important to equip our counselors and leaders with tools to better serve our community of students and parents. Counselors and leadership need to participate in professional development conferences geared towards Social Emotional Learning (SEL). We would use Title I funding and	Principal Dione Curry, Asst. Principal Carolyn Brown, Dean of Culture Jereme Cade, and School Counselors Towanda Cox and Elnora Chappell	05/31/2024	SSIG [$11500.00]	

	Grant funding to pay registration, travel, and/or accommodation fees to these conferences. * Implementation -------------- * *Quarterly Parent/Student Surveys* * *Weekly walk-through feedback* * *20-day attendance and suspension data* * *ILT and school counselors will review Bright Bytes data report quarterly to monitor if PD offerings are supporting student attendance outcomes.* * *ILT will review Power BI data bi-weekly to review the impact on academic outcomes to attendance.* * *20-day student discipline report * * *Weekly PD Agendas will ensure topics are data driven and support the expected outcomes.* * *Quarterly PLZ transcripts to monitor teacher attendance at 85% or above to specific trainings.* * *Monthly Teacher led PD feedback will be used to determine if PD offerings are viewed as effective by our teachers.* Effectiveness ------------- * *Quarterly CFA Data is reviewed and supported by outcomes at 100% of the time* * *Monthly Teacher feedback will be positive responses at or above 80%* * *20-day Student attendance rate data will be at or above 85% per class/teacher* * *Weekly PD agendas will reflect teacher needs (based on need assessments) 100% of the time*. * **Monthly Teacher feedback surveys will be positive responses at or above 80%. (monthly)**				

	* **20-day Student attendance data forms will be at or above 85% per class/teacher. (every 20 days)** * **Weekly PD agendas will reflect teacher needs (based on need assessments) 100% of the time (weekly)** Itemized List of expenses for the action step that the grant will support. **Innovative Schools Summit – June 19-23, 2024, Nashville, TN** [**https://innovativeschoolssummit.com/nashville/#conferences**](https://innovativeschoolssummit.com/nashville/%23conferences) **Attendees: School Counselors, ILT Leads, and Administration** * **Registration:** $550/person x 6 registrants = **$3,300.00** * **Transportation:** 500 miles round trip x $0.67/mile = $335.00 x 2 vehicles (no reimbursement for rentals) = **$670.00** * **Lodging**: $200/night x 5 nights x 6 registrants = **$6,000.00** * **Meals:** $51/day x 5 days x 6 registrants = **$1530.00** * **Total for Six Employees- $11,500.00** Total: $11,500.00				
[S 3.3] Parent, Family, and Community Engagement Rationale ---------	**[A 3.3.1] Increase Parent Involvement and Engagement** Description -----------	Dione Curry, Carolyn Brown,	05/31/2024		

		Rosemary Byrd			
Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Supporting Data -------------- *Data shows that the attendance rate increased from 96.9 in SY2022-23 compared to 91.4% in SY2021-22. An increase of 5.5%* **Benchmark Indicator** Implementation -------------- *· **Quarterly Parent/Student Surveys* *· **20-day attendance and suspension data* *· **20-day student discipline reports* *· **Monitor PowerBI Monthly* Effectiveness ------------ * *Quarterly Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students* * *Quarterly Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions.* * *20-day reporting Trends will show fewer than 20% of students being referred for disciplinary infractions.* * **Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase from 96.9 in SY 2022-23 to 98.0% or higher in SY 2-23-24 (every 20 days)** * **85% of priority schools processes and	*Parents are invited to join REMS Parent-Teacher-Student Organization and to volunteer at REMS in various capacities, such as coaching or assisting with programs. REMS will also invite parents to participate in Career Fairs and Open Houses. To further increase parental involvement, REMS will survey parents to capture their interests so that programs can be developed to meet the needs of our current stakeholders. School leaders will also meet with parents of chronically out-of-school students to offer interventions to keep students safe and in school. RTIB2 plan will be posted for parents on the school's web page and reviewed during semi-annual parent events in small group settings.* *REMS also has an area designated for parents and the community. Title I funds will be utilized to equip REMS Parent Center ith technology to assist parents with students' information such as registration, job search, and other important information. The community center will allow for networking events to assist parents, family and students with community resources and provide special events to support the growth and development of parents, families, and the community. * Implementation ------------- * *Quarterly Parent/Student Surveys* * *20-day attendance and suspension data* * *20-day student discipline reports* * *Monitor PowerBI Monthly* Effectiveness -------------				

procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter. (quarterly)** * **Chronically out of school rates will decrease from 7.7% in SY2022-23 to 6.9 or below in SY 2023-24. (yearly)** ******	* *Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students* * *Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions.* * *Trends will show fewer than 20% of students being referred for disciplinary infractions.*				
	[A 3.3.2] Provide Data Training Programs Description ----------- *REMS will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. REMS will provide test-taking strategies and additional resources to inform parents of state, district, and school-wide expectations for attendance and behavior as well. Parents will be invited to Educational Parent Sessions to learn more about how REMS works to improve the academic and social aspects of the learning environment based on student data. * Implementation ------------- * Quarterly Parent/Student Surveys * 20-day attendance and suspension data * 20-day student discipline reports * Monitor PowerBI Monthly * Quarterly Data Night Effectiveness ------------	Dione Curry, Carolyn Brown, Rosemary Byrd, Tina Simmons	05/31/2024		

	* Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students. * Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions. * Trends will show fewer than 20% students being referred for infractions.				
	[A 3.3.3] Increase Student and Parent Engagement (Incentive Programs) Description ----------- **Parents will be invited to assemblies to join in the celebration of their child's academic accomplishments. The school will plan 20 Day Student Events for Quarterly Improved Chronic Absenteeism Rate, improved attendance and decreased discipline infractions. ** ** Incentives will be utilized to promote student engagement, increase attendance, improve behavior to maximize student achievement and growth.** School will plan End of Year Student Event for Overall School Implementation ------------- * ***Quarterly *** + ***Parent/Student Surveys*** + ***Student incentive lists*** * ***20-day *** + ***attendance and suspension data*** + ***student discipline reports*** + ***student incentive lists*** * ***Monthly*** + ***PowerBI Reports*** + ***Order invoices ***	Dione Curry, Carolyn Brown, Rosemary Byrd, Tina Simmons	05/31/2024	SSIG [$1290.00]	

	Effectiveness ------------ * **Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase from 96.9 in SY 2022-23 to 98.0% or higher in SY 2-23-24.** * **Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students. (Monthly)** * **Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions. (Monthly)** * **Trends will show fewer than 20% students being referred for infractions. (Monthly)** ***Itemized list of expenses for the action step that the grant will support.*** **20 Day Attendance Incentives 4-20 Day Incentives ** **98 Trophies @$5.00=$490.00** **80 T-Shirts @$10.00 =$800.00** **Total of $1,290.00**				